

ORCHESTRATING JOYFUL LEARNING: VIDEO BLOGGING TO BUILD SELF-CONFIDENCE IN LANGUAGE LEARNING

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ABSTRACT

This article describes the idea of how to orchestrate joyful language learning in digital era. For some language students, applying the theory into practice can be frustrating. One of the reasons is because they are lack of confidence. To be successful in language learning, it is important to have self-confidence. Teacher can build students' self-confidence by giving a project that suit with their characteristics. Nowadays, students and technology cannot be separated. Students tend to use their gadget anytime and anywhere, including in class. Students' dependency to technology provides various ways for the teacher to give practices to use language in a real world. Teacher can use the advantages which are brought by recent technology. One of the examples is video blogging. Video blogging can be used to build self-confidence in language learning. Furthermore, students can practice their speaking ability and other aspects in language within, and also learn to use technology in various ways. Orchestrating joyful language learning will give freedom for the students to learn as well as express their ideas. When the students are given the chance to do the projects that suit them, they will do it with passion and joy. The teacher's role is to give enough space and let the students choose the best topic for the project. It is expected, by using video blogging to orchestrate joyful learning, the students will to learn will grow so they can use the language confidently.

Keywords—learning orchestra, joyful learning, self-confidence, language learning, technology, video blogging

INTRODUCTION

Self-confidence is one of the aspects that are needed for the students to learn new things, especially new language. Language as the tool of communication is formed by habit. Students need to practice the four skills of language actively in order to acquire new language successfully. Moreover, practicing this new knowledge needs high level of self-confidence, since students can make mistakes in learning process. If the students are afraid of making mistakes, they will not want to try using the new language which leads to unsuccessful language learning activity.

Students' learning style has changed. The existence of technology affects students learning preference in the classroom. Nowadays, students are more interested in anything with the technology involved in it. This change should be caught in teachers' mind and as a facilitator. Teachers should be able to adapt and be

flexible. Furthermore, in student-centered learning environment, teachers should fully aware that their role is no longer the center of the class who gives and share all the knowledge and students act as the receptor, but their role is turned into a guide and keeper. Teachers' role is to keep the students on the right track and let them explore the knowledge by the students' own way and preference using the technology.

SECOND LANGUAGE ACQUISITION

Before the existence of Second language (L2), there is First language (L1) which defines by Saville-Troike (2006) as language which is acquired during childhood. L2 defines as any language that someone learns after mastery the first language or mother tongue. Then, what about Second Language Acquisition? Second Language Acquisition (SLA) refers both to the study of individuals and groups

who are learning a language subsequent to learning their first one as young children, and to the process of learning that language (Saville-Troike, 2006:2). Moreover, Ellis (2003) defines 'L2 acquisition' as the way in which people learn a language other than their mother tongue, inside or outside of a classroom and SLA as the study of this. Thus, it can be concluded that SLA is study of the process of acquiring L2.

In the process of acquiring the L2, previous research data suggested three internal factors are involved and being operated by the brain. They are divided into subconscious processor (filter and organizer) and conscious processor (monitor). Dulay, Burt, and Krashen (1982) define filter as "affective" factors that screen out certain parts of students' language environment, "Organizer" is part of students' mind which works subconsciously to organize the new language system, and the last "monitor", is part of the learners' internal system that consciously process information.

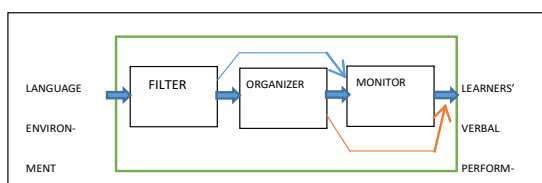


Figure 1. Internal Processors

Figure 1 above shows that there are three types of users. The first users process what they get from language environment by using filter, organizer, and monitor in which at the end they produce verbal performance. The second users only use two factors which are filter and monitor to perform verbal language, while the third users only use the organizer. These three types of users of course will have a different result of verbal performance. The first users likely to be good performers since they not only filter what things that they want to say, but they also organize it well and monitor it, yet, sometimes this kind of users can be trapped and become the monitor overusers. The second type of users likely can perform actively, yet, weak at certain things for instance grammatical aspect of the language; nevertheless, even though their grammar might be scrambled, they still filter the topic and monitor it. The

last type of users, can be actively engaged, yet they do not use filter and monitor the sentences. These can be said as the monitor underusers. They are active, but cannot differentiate the appropriateness of topic or sentence.

STUDENTS CHARACTERISTICS

Children need different period of time to acquire their first language, yet all normal children will master their mother tongue eventually. Some students seem easier in acquiring language while the other have their own battle to learn it even though they are in the same environment and circumstances. Years of studies have found that there are aspects which involved in the success of language learning and one of them is learner characteristics. There are eight characteristics according to Lightbown and Spada (2001) which define a 'good language learner', they are intelligence, aptitude, personality, motivation and attitudes, learner preferences, learner beliefs, and age of acquisition.

A. Intelligence

This term is conventionally connected to the test result that students get at school. According to Lightbown and Spada (2001): "Over the years, many studies using a variety of intelligence ('IQ') test and different methods of assessing language learning have found that IQ scores were a good means of predicting how a successful a learner would be." Thus, it can be concluded that the higher IQ test result a student have, the more success they learn a language. Moreover, after more studies conducted based on this statement, it was found that intelligence which measure by verbal IQ test only covers language learning and rule analysis. It is extremely important to remember that human intelligence is complex. It cannot be measured only through one kind of test since students can have many kinds of abilities which can help them to acquire the language beside intelligence.

B. Aptitude

It has been suggested that people differ in the extent to which they possess a natural ability for learning an L2. This ability, known as language aptitude, is

believed to be in part related to general intelligence but also to be in part distinct (Ellis, 2003: 73). Many researches which question about the relation between student's aptitude and being successful in language learning resulted in the higher student's aptitude, the more success language learning activity is.

C. Personality

Personality is actually cannot be measured exactly, yet there is an assumption that it has big role in language learning. Even though the research result is not always the same, but they are dominated by the statement that students with high self-confidence will perform better than the students with low self-confidence. Imaginative, empathetic, tolerant of ambiguity, self-confident, risk-taking, adventuresome indicate positive correlation with success in L2 learning (Saville-Troike, 2006: 89-90). Empathy as one kind of personality's aspect actually only based on observation since it led to ambiguous result in previous researches. Ability to communicate with other people as the goal of successful language learning is not only about speaking and listening but also ability to become a good listener, care and participate in other person's feeling or idea. Thus, having empathy is important in language learning.

It is mentioned previously that in internal process, student use monitor to consciously process information before doing verbal communication. Students' self-confidence is related to how they use their monitor. There are three types of monitor users: overusers, underusers and optimal users. According to Dulay, Burt and Krashen (1982), overusers rely a great deal on their consciously acquired rule knowledge when they speak, and they tend to place correctness ahead of communication. Meaning, the students will make themselves busy with their own thought about sentence correctness and they will feel scared to speak because they are afraid to make mistakes; while, more self-confident students rely on selective monitoring or no monitoring at all. Selective monitoring can increase accuracy without significantly interfering with communication (Dulay, Burt and Krashen, 1982:77). These statements add more reasons to the list of the

importance of having self-confidence in language learning. Two things that measure self-confidence are anxiety level and extroversion. Student with low level of anxiety and extroversion will dare to take the risk and speak up without being afraid of making mistakes. It will expose them more to the opportunity of having a conversation with others. Since language is a habit, lots of exposures surely will help the students to get use to the language and raise their fluency.

D. Motivation and Attitudes

As stated by Ellis (2003), motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn L2. There are four kinds of motivations that student has which are: instrumental motivation, integrative motivation, resultative motivation, and intrinsic motivation. In instrumental motivation, the student is motivated to learn L2 because of functional reason. For instance, the student learns the L2 to get better job opportunity or pass an exam. Second, integrative motivation is when the student learns the language because the learner is interested in the culture and people of the target language. For the example, a student learns Korean language since he/she's interested in Korean artist and culture. Third, Ellis (2003) also stated that it is also possible that motivation is the result of learning. For instance, when the student is successful in learning a language, he/she becomes more or in some context less motivated to learn. The last is intrinsic motivation. It is when the student may find the kinds of learning tasks they are asked to do is intrinsically motivating.

A. Learner Preferences

The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid 1995 in Lightbown and Spada 2001:58). A student might have audio, visual, or kinesthetic as his/her learning style. A student can also be field independent or field dependent learner. Every student can have different preferences in choosing their learning style. There are many learning styles that has been discovered and finding the right

style for every student will help them acquire the language better and faster.

B. Learners Beliefs

More or less, students' belief on how they should learn the language and their preferences in the matter of learning style will affect their successfulness in language learning. A student who is given a treatment that does not fit their learning style and belief can unconsciously reject the lesson which leads to the unsuccessful learning activity. Thus, the teacher should use student's belief to help the students explore and expand further. The teachers also should teach the students to have flexibility in ways of learning the language.

C. Age of Acquisition

Age of acquisition usually related to the critical period of children and ends with the statement that children are better and faster learners than adults. Lightbown and Spada stated (2001) that it has been widely observed that children from immigrant families eventually speak the language of their new community with native-like fluency, but their parents rarely achieve such high levels of mastery of the spoken language. Dulay, Burt, and Krashen (1982) shared the same idea with the statement that the assumption has been that adults do not learn language as well as children because they are not able to. Previous researches on this matter towards immigrants who came to US resulted that the younger the children when they come to the US, the better the pronunciation. Meanwhile, this result cannot be applied to the adults. Yet, through researches it is also found that even though children are better in pronunciation, adults are better in grammar. Grammar test showed that adult has better understanding in language grammar than the children. Thus, the assumption that 'children are better learners and adults cannot learn because they are not able to do it' is not fully correct. In some point, in this case grammar, adults achieve higher than children.

TEACHING LANGUAGE IN DIGITAL ERA

The improvement of technology nowadays becomes a serious challenge for education fields. Technology can help students to learn new things around the

globe. Yet, it also can trap and make them addicted if they use it wrong. Through technology, especially internet, students can take and give lots of knowledge with other people. According to Knowles, Holton and Swanson (2005) in Balakrishnan and Puteh (2014), present students are generally not motivated and interested in the traditional of learning within the closed classroom, where speaking is mostly done by the teacher and the students resort to reading their written text in the speaking class. In English classroom, one of the latest approaches of teaching and learning English is by integrating technology in the classroom environment (Mutmainna, 2016 in Rakhmanina and Kusumaningrum, 2017). Thus, this new preferences of the students and the existence of the technology actually can be a good mixture in language teaching and learning activity to face the digital era these days.

Many things can be done through internet and one of them is blogging. This activity is done by sharing journal, stories or anything else through personal website. Blogging started with written form and now it can also be found in video form. Blogging has become an exploding passion among internet communities (Gao, Tian and Huang, 2010 in Rakhmanina and Kusumaningrum, 2017). This phenomenon spreads in all level of age and can be said, it is done by everyone now.

Lots of advantages can be taken by using the internet nowadays. Different reasons triggered people to post themselves in network. Some people want to be recognized and famous, some people want to be heard, some people purely want to share their ideas, even some people want to make money out of it and many more. Yes, money can be made by sharing a video-blog. There are six sites that pay their users to vlog, for instance, youtube and vimeo. Those become the reasons the existence of "Youtubers" "Selebgram" and "Social media influencers" today as the terms for people that mainly are teenagers or young adult who become famous through social media. Moreover, by now video can be produced only by using cellphone. After take a video shoot, people do not need to edit it in laptop or personal computer, they can use video editing application which can be downloaded freely through their smartphone. Yet, even though with all the

ease and the advantages, not all people dare and brave enough to let themselves be posted on a video and watched by millions of eyes out there.

To survive in the global era, teachers not only should teach their students to survive inside the class, but also to survive outside the class. One of the student's characteristics which take big part in the successfulness of language learning is high level of self-confidence. Applying what they learn inside the classroom into real world sometimes is not as easy as it seems. They are afraid to make mistakes and this will avoid them from being fluent in the target language. To overcome that problem, students' recent preference on technology can be a good exercise for them to build their self-confidence up.

ORCHESTRATING JOYFUL LEARNING USING VIDEO BLOGGING

In instructional orchestra model, one of the indicators of successful learning is students' joy (Degeng and Degeng, 2016). Students will feel joy if there are freedom, leisure, wonder, and passion in learning process. This kind of learning environment will trigger the students to actively involved physically, emotionally and mentally. Learning is a complex and unique process (Degeng, 2013; Novak & Gowin, 2002). A complex learning process means that someone who is learning will involve all the aspects mentally and physically, while a unique learning process means that the learning behavior only occurred on the learner and not on others. It happens since every single person who is learning under the same condition and circumstances will show different learning behavior.

Joyful learning can be designed through orchestrating fun learning environment (Degeng & Degeng, 2016:410). The essential aspect in orchestrating fun learning environment is freedom. Teachers could give freedom to the students by providing options on how they presenting their achievement in learning, and also giving the students motivation by giving them exercise which related to real life situation. When the students are given the freedom to choose their own choice in presenting their achievement, they will feel joy and challenged to learn more.

Furthermore, this will create a joyful learning environment.

Video blogging is chosen as the students' project since it fits the five indicators of learning orchestra which are: freedom, leisure, wonder, joy and passion. In this project, the students are given the *freedom* to choose their own concept in the video making. The teachers' role is to give the general theme to make sure the students do not lose their track in doing the project. *Leisure*, the students are doing it without any pressure since they choose their own topic and create it based on their own creativity. When they make mistakes, they can redo it all over again, which will minimize the feeling of afraid to make mistakes in using the language. *Wonder*, by exploring and doing research in order to make their own video based on their chosen theme, they can find new things that they did not know before. *Joy*, teachers use the students' preference in technology and social media which is integrating into the lesson. *Passion*, the students' will to learn raise and they will do the project in joy.

The project procedure

1) Decide a general theme

Teachers decide a general theme for the students and let the students pick their own topic to be made as a video blog and decide the duration of the video.

Example :

- General theme : procedure
- Topic example : makeup tutorial, cooking, crafting, sewing, etc.
- Duration : 3-5 minutes

The students have to shoot and edit the video as creative and sophisticated as they can by using their smartphone. E.g. for video editing application : Vimo, Powerdirector, Viva Video.

2) Make a rubric assessment

Teachers make a rubric assessment based on the project's goal. Make sure that the rubric is well informed to the students. So they can use it as the guidelines to make the project.

3) Set a due date

Teachers must give sufficient time for the students to finish the project by also calculate the time for video shooting

and editing process. (Approx 1-2 weeks).

4) *Ask the students to upload their work to the chosen site*

The students must upload their final work and send the link to the teachers.

CONCLUSION

Self-confidence is one of the important aspects in language learning. When the students have high level of self-confidence, they will be able to apply what they already learnt inside the classroom. Teachers' role is to orchestrate joyful learning using varied ways to build students' self-confidence. The existence of technology has a big impact to the teaching-learning activity inside the classroom. Changes of students' learning style in digital era should makes teachers aware and creative to orchestrate the learning environment which suitable to students' characteristics. Video blogging, as one of the result of technology development can be used by the teachers as a solution to build students' self-confidence in language learning.

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