

Analysis on the Advanced Learners' English for Specific Purposes Learning Using Video Blog

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Abstract

This single case study revealed the result of analysis on the content of English for Specific Purposes (ESP) learning target, the learning procedure using video blog (Vlog), and the learners' learning result. It involved 150 learners of Agro-technology Department of Universitas Mercu Buana Yogyakarta, Indonesia. The data of direct observation was analysed descriptively using content analysis while the test results were analysed using scoring rubrics. The findings indicated the Vlog is ideal to enhance learning achievement since the three benchmarks of 'Scoring Rubrics for: Integrated Language Use', 'Role Play of Advanced Holistic', and Compilation of Learners' Advanced Holistic used to analyze learning outcomes show an increase compared to conventional learning. Besides, learners' understanding on the decided journals and in using the target language were enhanced. This implies that Vlog is suggested to use as an ideal alternative media to teach and to improve learners' language competences in higher levels.

Keywords: Case Study, data, English for Specific Purposes, learning media, video blog.

Introduction

Both conceptually and in practice, English is worldwidely taught at any level of study, from the very beginning to the higher level, including in University of Mercu Buana Yogyakarta (UMBY). In such university particularly at the Agro-technology Department, English is taught in the early and end-semester *id est.* at the first and seventh semester. At the first semester, learners are still addressed to get English for Freshmen by considering that they come from many places, even from abroads such as Turkmenistan, Turkey and others that have different intakes in English. At the seventh semester, English is taught and considered as an advanced level for it is used as the basic of writing research which is, then demanded to publish in the journal. Such language is demanded as a compulsory course for the last semester of undergraduate level study to prepare the graduates to fight in the job world.

The last semester learners who are demanded to conduct researchs must, of course, need new references in the form of journals that some are written in English. That is why, the learners of Agrotechnology Department are demanded to comprehend the journals content as references. The problem is, that only a small part of learners who have actually well-acquired in journals reading besides their relatively 'poor' in English competence.

In this study, among 150 learners, there were only around 10 to 15 persons who were really good and communicative both in written and spoken ways. The half of the class were adequate and the rest were less-active because of their lack of English mastery whereas they were demanded to

understand English journals content by the department. This, of course made the English teacher to find a different approach and/or media that enable the learners to improve their English competences related to their fields, namely English for Agro-technology Need that theoretically belongs to ESP (English for Specific Purposes). This project is addressed to analyze whether Vlog is considered fixed as a learning media for the advanced ESP learning process particularly for the research participants involved.

English for Specific Purposes

ESP (English for Specific Purposes) is a branch of language learning concept which is learnt for specific needs of communication, such as: English for law, medical, engineering, pharmacy, business, agriculture, veterinarian, animal husbandry, including agrotechnology. Those terms need specific terminologies that are sometimes different in use and meaning. Hutchinson and Waters (1997) categorized ESP into several needs, such as: EBE (English for Business and Economic), EAP (English for Academic Purposes), EOP (English for Occupational Purposes).

From the early 1960's, ESP has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP (Antony, 2019). Further, he claimed that some people describe ESP as simply being the teaching of English for any purpose that can be specified. Others describe it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes.

The meaning of the word "specific" that goes with the term ESP does not mean "specialized", and the aim of teaching ESP is not to teach special terminology or jargon in a specific field of study (Maleki, 2005). It refers to learning English because learners have specific needs. It can include the area of English for Professional Purposes (EPP). Pursuing the learners' needs to learn is an important element of ESP classes, as often their language needs and aims are very specific. This data can then be combined with the teacher's analysis of core language and learning needs in order to prepare a syllabus (BBC UK Admin, 2009). Additionally ESP practitioners have a challenging task because they are not in the position of being the 'primary knower' of the carrier content and in most of the cases ESP learners may know more about the content than the teachers (Javid, 2015).

This project employed advanced English learners of the Agro-technology Department of the University of Mercu Buana Yogyakarta. In accordance with their field, they should be well-acknowledged and aware to enhance their communicative competence to face their future live jobs especially to adapt the industrial revolution during the 4.0 era that is world widely full of challenge.

ESP materials

Beside defined the nature of ESP as written above, Hutchinson and Waters (1997) also suggested standardized ESP materials as follows: (1) showing the learners level of study category; (2) performing learning objectives; (3) developing clearly language skills; (4) providing language learning evaluation; and (5) affordable and available. Those criteria of a standardized ESP material was used as the consideration in developing the target understudied material for the research participants, namely the advanced ESP learners of agrotechnology department of UMBY (University of Mercu Buana Yogyakarta). This study did not address to develop materials such as textbook or teacher's-made book, but it much more focused on utilizing electrical journals selected by learners based on the topic they have previously gotten from the materials lottery. In this study, the ESP class was divided into groups. Each group consisted of 5 learners. Each group was given a topic.

There were totally 14 topics that were decided by considering the department syllabus content, such as: Hydroponic Farming, Irrigation, Harvesting, Seedling, Pruning, Fertilizing, Vegetative Propagation, Farming, Nursery, Floriculture, Bio-pesticides, Organic Fertilizer, Packaging and Plantation. All of the aforementioned topics above were used to select relevant reputable journals downloaded from internet, which then, summarized or paraphrased for each to be communicative conversation in the Vlog. The Vlog which was created by each group was, then presented in the class to receive critical questions and materials addition from the other groups. In this case, ESP learning proses was held in a whole, that was integrated language skills and journals content comprehension all at once. Language skills were learnt integrately and procedurally such as reading (the selected relevant journals), writing (summary or paraphrasing the journals content), speaking and listening activities occurred when the learners were involved in the communicative discussions. In the mean times, the journals content were also acquired through the discussion activities. The joy of teaching such advanced class was on the learners performance when knowing their ability in applying classroom material to real contexts beyond. In this moment, teacher's role was making sure of the learners keeping the defined learning goals.

Advanced ESP learners

It has been conceptually defined that English learning is categorized into levels of beginning or elementary, intermediate and advanced (Brown, 2007; Richards, 2001; Bailey, 20015). In Indonesia, elementary level is officially addressed for elementary learners, intermediate level is for secondary learners and advanced level is taught for higher level learners. Seventh semester students of Agro-technology Department, in this case belonged to advanced learners with the target learning English for agro-technology that belongs to ESP. They were between 21 and 25 or so. They had sufficient experiences in reading various texts. Especially Brown (2007), differentiated learners age into teaching English for children, adult and teens. He also argued that "one of adult learners characteristics is, that they have more developed abstract thinking ability. But without neglecting the language authenticity and meaningfulness a teacher may develop adult learner's high order thinking capacity to find the hidden meanings contextually. Thus, such adult learner's capacity was, in this study used as the basic of comprehending the ESP materials that were in the forms of journals concerning agrotechnology issues.

As Brown's statement (2007: 129) on teaching adults concept, in this study teaching techniques were tapped into a full range of sociolinguistic and pragmatic competencies. Learning activities were in the form of group debates, expressing argumentation, and complex role plays. In the class, learners were automatically forced to involve within the classroom activities in such away, so that they got not only benefit from scanning and skimming reading material, determining and questioning author's intent, and writing essays and critiques but also improved their listening and speaking competencies. Those competencies improvement was observed from their classroom activities authenticity.

Advanced level English teaching using video blog (Vlog)

Advanced English level is a certain level of English study conducted at higher level. Advanced English learners is considered as learners moved up the developmental ladder to step up the defined target learning goals. Their fluency along with greater level of accuracy will enable them to handle virtually any situation in which target language use is demanded, they become advanced learners (Brown, 2007: 127) and of course, they will automatically improve their communicative competencies. This is in line with Hymes (1972) viewed that a person who acquires communicative competence will acquire both knowledge and ability for language use.

By considering advanced learners characteristics as written above, English teaching in this study was ESP teaching particularly addressed for advanced learners of Agro-technology Department of UMBY by utilizing Vlog as a media to develop learners communicative competences.

Video blog or which is commonly abbreviated as Vlog is defined as a kind of electronic space provided in the internet sites. According to Rouse (2006), a Vlog is a blog that contains video content. The small, but growing, segment of the blogosphere devoted to vlogs is sometimes referred to as the vlogosphere. Some bloggers have included video content for years. However, vlogging is becoming more common as equipment becomes cheaper and supporting software and hosting and aggregation sites become more prevalent. Both Yahoo and Google feature video sections and many MP3 players, such as the hugely popular iPod, support video.

Anyone with access to a video-capable camera and a relatively recent computer with a high-speed connection can create a vlog and publish and distribute it online. Here's how to create a Vlog: (1) Make your video and save it as a file on your computer. You can use easily available software, such as Windows Movie Maker, QuickTime or iMovie (for Apple systems); (2) Compress your video file. Movie Maker, iMovie, Avid Free DV and Final Cut Pro are among the programs you can use to do this; (3) Set up a blog. Feedburner and Blogger.com are popular blog hosting sites; (4) Make a screen capture of an image from your video to display in your blog; (5) Get your actual video content published online. Internet Archive, BlipTV and Our Media are free hosting services; (6) Create your blog entry. Add the image and link to your video; (7) Get an RSS feed with enclosures and publish your blog at Feedburner or a similar site. The vlogosphere is a very democratic arena. Unlike mainstream media, such as television or commercial Web sites, vlogs are not, for the most part, created to make money. As a result, vloggers are free to make their content about whatever they desire, no matter how controversial or esoteric the topic. Vlogging gives average citizens an audience and a chance to make their voices heard.

Another source states (<https://techterms.com/definition/vlog>) that Vlog is short for "video blog". A vlog is a blog, or web log, that includes video clips. It may be entirely video-based or may include both video and written commentary. Several types of vlogs are available on the Web, including instructional videos, travel updates, and personal commentaries. People who create vlogs are known as "vloggers." Some vloggers post videos for fun, while others run vlogs for the purpose of generating revenue through advertisements. While it's possible to set up a vlog website, many vloggers post their vlogs on YouTube since it makes their videos easier to find. Additionally, YouTube offers free video hosting, which means vloggers can post unlimited videos without paying web hosting fees.

In order to create a Vlog, all it is need is a video camera, an internet connection, and a good idea. While a simple cell phone video camera can get the job done, a standalone HD video camera will produce much higher quality videos. Vloger can publish videos as often as s/he likes, though if it is decided to maintain a blog, it helps to post them at consistent intervals, such as once a day or once a week. This helps the viewers know when new videos will be available, which makes them more likely to continue visiting the Vlog. Vlogs are often distributed through RSS feeds. Video content distributed in this way is sometimes called a vodcast or a vidcast.

According to Collins (2018), RSS (short for Really Simple Syndication or Rich Site Summary), revolutionized the way that users interact with content online. Instead of checking back every day to any particular site to see if it's been updated, RSS feeds give users the ability to simply subscribe to the RSS feed, much like you would subscribe to a newspaper, and then read the updates from the site, delivered via RSS feeds, in what's called a "feed reader." RSS feeds benefit those who actually

own or publish a website as well since site owners can get their updated content to subscribers much more quickly by submitting feeds to various XML and RSS directories.

Research Method

This applied study employed 150 students of the seventh semester of Agrotechnology Department University of Mercu Buana Yogyakarta, Indonesia. They were treated as research participants. Students learning observation was held for two semesters of Advanced English course. The researcher roled as the main instrument to gather data that were in the form of observation, documentation and test. Observation was established to collect data related to the learners classroom activities that was conducted in group of four and lasted for 16 meetings, including the mid-term and final examination.

Documentation was intentionally used to compile all documents that were in the form of portfolios of the learners learning performance during joining the English course. The portfolios which had been compiled were learners' written asignments of reading-writing accomplished integratedly by instructing them to find relevant electronic journals that matched with the topic they got to download, read and comprehend. They were, then, suggested to make summary, to present it in the class to discuss classically appropriately with the scheduled time they got through lottery.

Concerning with their learning of integrated listening-speaking skills, they did not specially listen to the standardized language performed by the native speakers in the language laboratory, but they practised it integratedly and naturally in the form of conducting direct interaction between the group of presenters and the class about the decided topic they selected from e-journals. They presented their materials, then discuss and argued the content particularly in comprehending the language meaning correctly. They were also suggested to create the Vlog of their performance aiming to get self-reflection on their language use, materials content and its concept understanding through the recorded video. By recording performance using the Vlog, they could fairly and honestly self-assess their own activities, beside, of course evaluated by both teacher and the class.

The research data were, in this case, in the forms of the results of: (1) in depth observation towards the learners' learning processes both on their receptive and productive language skills integrated mastery; (2) written and oral tests; and (3) documentation concerning the learners' assignments compilation. The followings are the more details elaboration of the three aforementioned instruments employed to gather the research data.

Firstly, in depth observation stage. In this stage, the researcher rolled as the key instrument who observed the learners' language use activities attentively and accurately. All of the language learning processes were performed in groups of five. Every group got its own topics provided in the English course syllabus purposively designed for Agro-technology Department. The groups were asked to find electronic journals relevant to the materials in their field. This work suggested 14 materials topics adopted from the department syllabus content, such as follows: (M1) Hydroponic Farming, (M2) Irrigation, (M3) Harvesting, (M4) Seedling, (M5) Pruning, (M6) Fertilizing, (M7) Vegetative Propagation, (M8) Farming, (M9) Nursery, (M10) Floriculture, (M11) Bio-pesticides, (M12) Organic Fertilizers, (M13) Packaging and (M14) Plantation.

All of those materials were randomly drawn for each (consisted of 5 members) group. The group were employed to access the relevant topic they may find in the online journals. In this case, they must conduct advanced visual extensive reading activities to comprehend the topics content to make a summaries using their own English words, which then, performed in the class as the discussion topics. Figure 1 depicts the procedures on the ESP learning process.

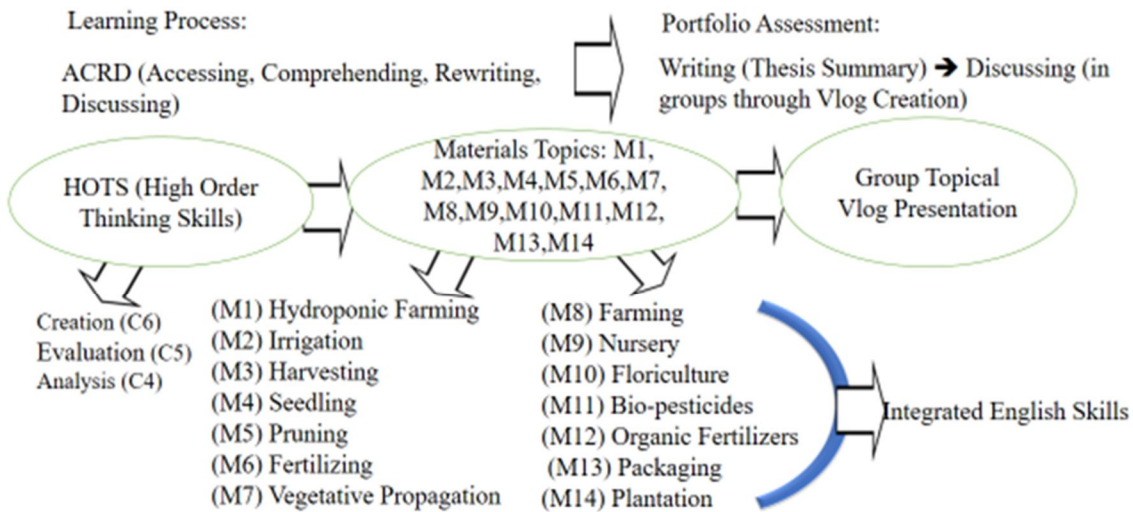


Figure 1. Procedure on Embedding HOTS into Vlog in ESP Learning Process

Secondly, integrated written and oral tests. In this stage, both the group members and the audience language use activities were deeply observed and scored using scoring rubric for it plays a key role in evaluation of proficiency of students especially by providing validity and reliability. By getting right feedback, learners feel more comfortable for the next step to be taken to improve (Ayhan and Türkyılmaz, 2015). They describe several scales for scoring learners performance using rubric as shown at Table 1, 2, and 3.

Table 1. Scoring Rubric for Integrated Language Use Performance

Dimension	Criteria
Percentage	
Knowledge/ understanding 20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail. Research is thorough and goes beyond what was presented in class or in the assigned texts.
Thinking/inquiry 30%	The presentation is centered around a thesis, which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.
Communication 20%	The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.
Use of visual aids 20%	The presentation includes appropriate and easily understood visual aids, which the presenter refers to and explains at appropriate moments in the presentation.
Presentation skills 10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience

Table 2. Role Play of Advanced Holistic Rubric Criteria

Exceeds Expectations	Learner accurately and compellingly articulates the needs of his/her character and responds meaningfully to others' comments using well-connected sentences. Learner uses a variety of sentence structures and grammatical forms that allow discourse to flow. Vocabulary is specific and appropriate, and there are minimal errors in grammar and word choice that do not impact comprehension.
Meets expectations strong	Learner accurately articulates the needs of his/her character and responds to others' comments with complex sentences. Student uses a variety of sentence structures and grammatical forms that allow discourse to flow most of the time. Vocabulary is mostly appropriate, and several minor errors in grammar and word choice may have a slight impact on comprehension.
Meets expectations weak	Learner articulates most of the needs of his/her character and responds to 1-2 comments with complete sentences. Student uses at least 3 different sentence structures and several grammatical forms that allow discourse to flow most of the time. Available vocabulary somewhat limits conversation; circumlocution or other strategies may be used. Errors in grammar and word choice lead to some errors in comprehension that are clarified in the target language.
Does not meet expectations	Learner fails to articulate his/her character's needs and/or doesn't respond to other comments. Speech consists mostly of short sentences and uses limited sentence structures. Many errors in grammar and vocabulary lead to significant errors in comprehension.

Table 3. Compilation of Learners' Advanced Holistic Rubric Scoring Results
(Inspired by Ayhan and Türkyılmaz, 2015)

Criteria	Exceeds expectations	Meets expectations	Not there yet
Negotiating meaning and participation in conversation	Able to use sufficient quantity of language to communicate successfully with partner/group using formulaic responses and memorized language. Attempts to express own meaning.	Able to use sufficient quantity of language to communicate successfully with partner/group using formulaic responses and memorized language.	Attempts to communicate with partner/group are not successful because responses are not appropriate or adequate.
Vocabulary	Shows control of a broad range of the vocabulary taught in class and always uses this vocabulary appropriately	Shows control of an adequate range of the vocabulary taught in class and most often uses this vocabulary appropriately.	Shows very limited control of the vocabulary taught, making discussion extremely difficult; or not enough speech to evaluate

Accuracy: (Use of basic language structures)	Speech is accurate when using memorized phrases. Some errors may occur when expressing own meaning.	Speech is generally accurate when using memorized phrases. Errors are more frequent when trying to express own meaning.	Memorized phrases contain frequent errors and/or use of English.
Comprehensibility: (How well can learners be understood)	Student's speech can be understood by those accustomed to speech of language learners.	Most of student's speech can be understood by those accustomed to speech of language learners.	Learners' speech can be understood only with effort and use of interpretation by those accustomed to speech of language learners.
Pronunciation and Fluency	Speech has few pauses. No mispronunciation that would interfere with comprehension by a sympathetic native speaker.	Speech contains some pauses and rephrasing. Mispronunciation of words or errors in intonation cause several misunderstandings.	Speech is hesitant, choppy. Mispronunciation and inaccurate stress make understanding difficult. Much repetition; or not enough speech to evaluate

Third, documentation concerning the learners' assignments compilation. The documents compiled in this study were the results of deeply observation on the learners in group language performance holistically using Vlog, the currently used curriculum and the modified ESP syllabus and worksheets. The curriculum contains materials topics were used as the basic of designing Agro-technology. As much as 14 themes were accessed as the ESP material topics to discuss in English in integrated way, namely reading-writing and speaking-listening. The learning materials were in the forms of research articles accessed from the on-line journals appropriately with the learners each topic. The learners' reading-writing activities were obtained by giving them reading-writing task, namely comprehending the journal article and paraphrase it in written way. The oral activities data were gathered from their classroom discussion their topics as the speaking-listening activity. The aforementioned three types of the obtained data were, then respectively analyzed using descriptive, simple statistical and content analyzes. The analyses results were compiled to find the most accurate normative results that were finally judged as the findings.

Findings and Discussion

As it is previously written that this research data were in the forms of the results of: in depth observation, integrated English test and documentation. As an illustration, the followings are the results of the three types of data analyses.

Firstly, result of in depth observation shows that most of learners have good ability in comprehending the content of journal articles they accessed from the on-line journal. It seemed from their discussion activities in relation to the review the materials. But they still underwent difficulties in expressing their opinions and suggestions in English linguistically, especially in their pronunciation and grammar use. To solve such problems they sometime ask for the audience and/or

the teacher's help to find the meaning of the words they did not know. Table 4 shows the result of totally 150 learners' manually and using Vlog performance computed using the defined rubric scoring.

Table 4. Results of Language Performance of Totally 150 Learners

Dimension Percentage	Comments		Points %	
	Manual Classroom	Using Vlog	Manual Classroom	Using Vlog
Knowledge/understanding (20%)	36	114	0.36	1.14
Thinking/inquiry (30%)	52	98	0.52	0.98
Communication (20%)	42	108	0.42	1.08
Use of visual aids (20%)	75	65	0.85	0.85
Presentation skills (10%)	28	122	0.28	1.22

The results show that there is significant differences between the learners' manual and using Vlog performances. It can be seen from the five language performance dimensions that get increased points *id est.*: 'Knowledge Understanding' from 0.36 to 1.14, 'Thinking/inquiry' from 0.52 to 0.98, 'Communication' from 0.42 to 1.08, 'Use of visual aids' from 0.65 to 0.85, and 'Presentation skills' from 0.28 to 1.22. This means that language performance using Vlog can enhance learners' language competences.

Secondly, integrated written and oral tests. In this matter, language activity was explored and scored by utilizing an 'Advanced Holistic Scoring Rubric' consisting of four dimensions as criteria of scoring for both learners' written and spoken language performances. The four dimensions used to categorize learners' language performances included: 'Exceeds Expectations', 'Meets expectations strong', 'Meets expectations weak', and 'Does not meet expectations'. Table 5 illustrates the results of the learners' advanced holistic scores.

Table 5. Advanced Holistic Rubric Scores

Criteria of Scoring	Total of Learners Language Use Performance			
	Manual Classroom	Percentage (%)	Using Vlog	Percentage (%)
Exceeds Expectations	28	0.28	56	0.56
Meets expectations strong	32	0.32	84	0.84
Meets expectations weak	60	0.60	10	0.10
Does not meet expectations	30	0.30	0	0.0

By reading Table 5, it is known that learners' language performances were holistically improved in their manually performances compared with their language activities using Vlog. This can be seen from the results of each rubric category as follows: the 'Exceeds Expectations' increased from 0.28 to 0.56, the 'Meets expectations strong' increased from 0.32 to 0.84, the 'Meets expectations weak'

decreased from 0.60 to 0.10, and the 'Does not meet expectations' decreased from 0.30 to 0.0. This means that language learning activity using Vlog encourages the learners' language practices.

Third, documentation concerning the learners' assignments compilation. This project compiled all scoring documents as the portfolios to judge the learners final assessment in which average results were used to define the findings. To compile the whole learners' language performances, it employed scoring rubric suggested by Ayhan and Türkyılmaz Rubric (2015) that explores the learners' competences in the following aspects: 'Negotiating meaning and participation in conversation', 'Vocabulary', 'Accuracy: (Use of basic language structures)', 'Comprehensibility: (How well can learners be understood)' and 'Pronunciation and Fluency'. Those five aspects on learners' language competences are graded into three sequential levels, namely: 'Exceeds expectations', 'Meets expectations' and 'Not there yet'. Table 6 presents the results of compilation of totally 150 learners' language performances using Advanced Holistic Rubric Scoring.

Table 6. Compilation of Totally 150 Learners' Results using Advanced Holistic Rubric Scoring (Inspired by Ayhan and Türkyılmaz Rubric, 2015)

Criteria	Learners Achievements Percentage (%)					
	Exceeds expectations		Meets expectations		Not there yet	
	Manual	Using Vlog	Manual	Using Vlog	Manual	Using Vlog
Negotiating meaning and participation in conversation	10	58	84	92	56	0
Vocabulary	32	98	62	42	52	10
Accuracy: (Use of basic language structures)	28	62	56	80	66	8
Comprehensibility: (How well can learners be understood)	28	62	56	88	66	0
Pronunciation and Fluency	28	56	56	110	66	12

Table 6 reveals learners' significant differences of 'manual use' and 'using Vlog' performances, as follows. Firstly, learners with 'Exceeds expectations in Negotiating meaning and participation in conversation' increased from 0.10 to 0.58, 'Meets expectations in Negotiating meaning and participation in conversation' increased from 0.84 to 0.92, 'Not there yet in ' Negotiating meaning and participation in conversation decreased from 0.56 to 0.00. Secondly, in 'Vocabulary' aspect there was significant improvement as follows: Learners with 'Exceeds expectations' increased from 0.32 to 0.98, 'Meets expectations' increased from 0.84 to 0.92, 'Not there yet' decreased from 0.52 to 0.10. Third, learners with respectively 'Exceeds expectation', 'Meet expectations' and 'Not there yet' in 'Accuracy (Use of basic language structures)' aspect increased from 0.28 to 62, 56 to 0.80 and decreased from 0.66 to 0.08. Fourth, learners with respectively 'Exceeds expectation', 'Meet expectations' and 'Not there yet' in 'Comprehensibility (How well can learners be understood)' aspect increased from 0.28 to 62, 0.56 to 0.88 and decreased from 0.66 to 0.00. Fifth, learners with respectively 'Exceeds expectation', 'Meet expectations' and 'Not there yet' in 'Pronunciation and Fluency' increased from 0.28 to 0.56, 0.56 to 110 and decreased from 0.66 to 0.12. In this case the decrease in the 'Not yet there' level category does not mean that there is a

decline in their language performance but on the contrary their language capacity has increased when using Vlog as a medium of their language practices.

In a nutshell, the aforementioned findings reveal that there were differences in English for Specific Purposes (ESP) learning manually and using video blog (Vlog). This may be because of the following aspects. Firstly, Vlog enables them to optimally expose their body language, elaborate their speech creativity performance. The use source texts enable the learners to support both their academic literacy skills and develop their authorial voice (Nguena & Buckingham, 2019). In this case the texts were accessed from the relevant journal articles available from the internet.

Secondly, learners can well-prepare both the language content (materials understanding) and the language learning target by discussing those target with any people and/or internet sources. Integrated teaching would be the most effective since by using integrated teaching, lessons are conducted in a way that learners' language competence is comprehensively fostered from different sides so as to develop both receptive and productive skills (Xianlong, 1999). As it is known that until to date the main problem of English as a Foreign Language (EFL) is caused by the lack of learners' opportunities to practice the target language. Xianlong (ibid) claims there are several factors that may influence the learners' poor English, namely: the language is taught in a non-English environment and learn it passively without adequate language practice.

Other more crucial factors are due to the miss-used of teaching approach and the English test system where the exams and tests of different levels are in written form and oral skills are rarely tested. Meanwhile oral skills practices enable the learners to acquire the target language as Krashen (2003) pointed that language acquisition is far more important than language learning, as it is only acquired language that is readily available for natural, fluent communication.

Third, Vlog may improve learners' self-confidence since they do not directly face the classroom forum in which activities are monitored by their teacher. Vlog has been currently used as medium to language teaching for it is considered beneficial. The arrival of digital technologies in the classroom has helped learning at any level of studies (Saiful, 2019) and very much part of language learning throughout the world at all different levels including adult learners (Motteram, 2013).

Fourth, learners with added value of technology mastery will affect to the whole Vlog content performance since performance has added value on the learning achievement in a whole. Digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary 'languaging' (Motteram, 2013). Unfortunately, there are some barriers such as: are 'lack of accesses', 'lack of time', 'lack of effective training', 'teachers' attitude', and 'students' attitude' which commonly hamper the advancement of language learning process. Such barriers may come from both teacher and learners (Riasati, *et al.*, 2012). Awareness of the barriers to and advantages of technology in enhancing teaching certainly has implications for language learning achievement. Thus, this project utilized the technology advancement using Vlog as a media of Advanced ESP Learning that has proved and underlined the previous relevant findings for the Vlog use enables the Advanced ESP learners' competences to achieve better learning results.

Conclusion

This paper has attempted to reveal the results of Analysis on the Advanced Learners' English for Specific Purposes Learning using video blog (Vlog) as a learning media for enhancing the Agro-technology Department learners' achievement. It shows that Vlog can be used as an alternative media to language learning (Motteram, 2013; Riasati *et al.*, 2012; Saiful, 2019) including to teach ESP for higher or adult level learners. In this case, learning materials were in the form of on-line

journal articles which were employed as the discourses to enhance learners integrated language skills competences through High Order Thinking Skills (HOTS).

HOTS is an ordering of cognitive skills in the form of a taxonomy and it is really just a word for a form of classification created by Bloom and that had permeated teaching and instructional planning for almost 50 years before it was revised in 2001 by Anderson and Krathwohl (Wilson, 2016). The HOTS used in this project includes the three highest cognitive aspects of C3, C4 and C5 (analyze, evaluate and create). Those three aspects were used to measure learners' thinking capacities in analyzing and evaluating the required texts (accessed from the on-line journals) to create a normative Vlog that contains the demanded language content (related to the topic understanding) and language target (related to the integrated language skills and the language aspects).

Even though Vlog has been known as an ideal and effective media (Motteram, 2013; Riasati et al., 2012; Saiful, 2019), but there are still relatively few ESP teachers in higher level that use it as communicative media. Therefore, it is necessary for higher level educators to use Vlog as a language learning medium while at the same time conducting further studies with different problems.

Acknowledgment

Since this project was supported by Universitas Mercu Buana Yogyakarta research grant program, herewith, I convey my highly gratitude for the Rector of Universitas Mercu Buana Yogyakarta, the Research and Community Institution and any people who have participated in completing this project. Hopefully the results of this study give contribution to the knowledge development, particularly for those that are relevant to this research problem.

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