

**NON-NATIVE SPEAKERS' PERCEPTIONS OF THE IMPACT
OF ENGLISH VLOGGING ON THEIR SPEAKING SKILLS**

THESIS

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Menyatakan bahwa sesungguhnya skripsi yang berjudul **"Non-Natives' Perceptions on The Impact of English Vlogging on Their Speaking Skills"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

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Saya yang membuat pernyataan,



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ABSTRACT

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This research aimed to study about the perceptions of non-native speakers' of the impact of English vlogging on their speaking skill. This study used a qualitative method to obtain a comprehensive picture of the opinions of non-native speakers who were doing an English vlogging actively of the impact of it through in-depth interviews. Convenience sampling technique was used to recruit participants and 5 non-natives contributed to this study. The finding showed that non-native speakers had different opinions toward definition of vlogging due to their own purposes in making vlog; there were both positive and negative perceptions that some of them perceived that vlogging impacted to the improvement of their vocabularies, grammar, pronunciation, fluency, and accuracy. On the other hand, the remaining perceived that vlogging did not impact anything to their pronunciation and grammar; one of them perceived vlog as assessment tool and got feedback; they also adopted to new skill while doing a vlog. However, challenges in doing a vlog were also found.

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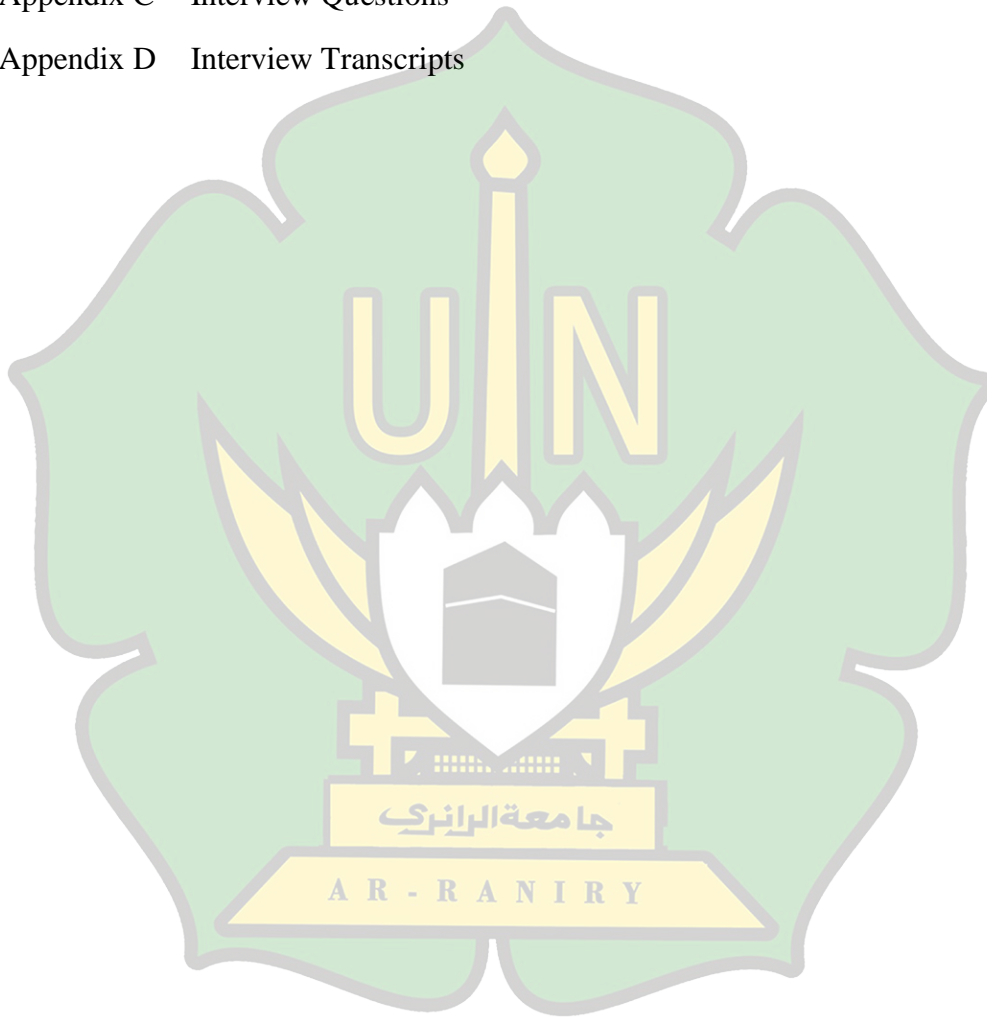
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CHAPTER I

INTRODUCTION

This chapter provides some information related to introduction and underlies the researcher does this study. This chapter elaborates background of the study, problem of the study, aim of the study, significance of the study, and terminologies which related to the study.

A. Background of Study

English is the most widely used language in this world. Speaking is one of the English language skills that students must master, as it is the second skill taught after listening and the most basic example of communication that occurs in everyday life. "To be able to speak means to be capable of expressing or exchanging thoughts through the use of language" (Mart, 2012). Speaking allows people to have a conversation with others in a good way in order to attain specific goals such as to deliver their thoughts, intentions, point of views, and so on.

Considering those statements, effective speaking abilities are critical, should be meaningful to the students. It indicates that speaking activities should include more than just reading texts; they should also include a variety of learning activities. Students' motivation to speak might be influenced by classroom speaking activities. When students find it enjoyable and can see how it might help them, their motivation will rise as well.

Technology's fast growth has had an impact on all sectors of life, including education. Today, there are numerous advantages to incorporating technology into teaching and learning, for instance: students become more active in their learning, changing from passive to active learners (Lowerison, et al., 2006); and student learning motivation increases, such as being actively involved in their learning, collaborating with team members, and assisting students in finding a wide range of resources (Phillips, 2014). Technology has played a significant role in English language teaching and learning. In the domain of speaking skills, a number of studies have looked into the use of technology in English speaking abilities, such as the usage of the internet, podcasts, video conferencing, videos, and speech recognition software (Chottsawhas, 2016).

One of the technological developments that is currently popular are vlogs (Video Blogs) and YouTube channels. YouTube is one of the most popular video-sharing sites on the internet. Learners can watch a variety of different types of videos on YouTube. It provides a large number of educational videos which can be sources for learners to seek for learning materials. Furthermore, there is a new type of video that is currently most watched by students, called vlogs. Vlog stands for a video blog and refers to a type of blog in a video format. Vlogging, or the process of recording a vlog, is typically done by vloggers speaking in front of a camera to express their ideas, opinions, or experiences (Chen & Hashim, 2022). Vlogging is one of the most effective strategies to develop students' speaking abilities because it promotes speaking as a way of communicating (Wulandari, 2019).

Recent studies about the use of vlogging to improve students' speaking abilities have been investigated by some researchers. An article written by Ersan, Kurnia, & Fadilah (2022) entitled *"Improving Students" Speaking Ability Using Vlog Media at SMK Negeri 1 Arjasa"*. This study used a classroom action research design, pre- and post-tests, as well as a questionnaire as instruments. The result of the study showed that students eager to involve in speaking class, and the majority of students said that their ability to speak fluently increased. The average of the initial condition was 65.76, and it grew to 80.30 during the investigation's final cycle.

Astuti (2021) conducted another study about *"Students" Perception toward Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau"*. This quantitative research focused on how students assume about using vlogs to develop their speaking skills. Based on the finding and discussion in the conclusion chapter, the researcher determined that students' perceptions of utilizing vlog to develop their speaking ability were classified as "positive".

Furthermore, another research by Mandasari (2019) entitled *"Uncovering Students" Attitude Toward Vlogging Activities in Improving Students" Speaking Ability"*. The objective of this study was to find students' perception toward using vlog to support learning process through questionnaires to obtain the data. According to the finding of this study, vlog improved students' learning achievement, motivation, creativity, and engagement, provided engaging learning

activities, efficient learning, and effective learning, and led students to be confident, independent, and critical.

According to the topic that is being chosen by the researcher, previous studies mostly applied quantitative method in exploring those studies. Otherwise, in this research the researcher applies qualitative method through in-depth interview to explore non-native speakers' perceptions of the impact of English vlogging on their speaking skills because the researcher wants to get a deeper understanding about their perception towards the topic discussed.

B. Research Question

What are non-native speakers' perceptions of the impact of English vlogging on their speaking skills?

C. Research Objective

To investigate non-native speakers' perceptions of the impact of English vlogging on their speaking skills.

D. The Significance of Study

Based on the above-mentioned research purpose, the utilization of research is as follows:

1. Hopefully, as the beginning researcher, this research will be useful to the researcher to understand how to conduct research.

2. These research finding also predicted to be beneficial and valuable, particularly for students and teachers at State Islamic University Ar-Raniry at Banda Aceh.
3. Furthermore, the outcomes of this study are likely to be better and useful information, particularly for individuals working in the field of teaching and learning English as a foreign or second language.

E. Research Terminologies

The terminology refers to the explanation of keywords or variables in the title, to avoid ambiguous meaning, make this research understandable, and avoid misunderstanding and misinterpretation of the research. The terminology used in this thesis will be explained as following:

a. Perception

According to Stewart, Tubbs, and Sylvia Moss (2000), perception is an active process as one selectively perceives, organizes, and interprets what one experiences. Perception, in a nutshell, is the process by which humans interpret something based on their own experiences as a result of impulses in the production of information.

b. Speaking Skill

Jill and Charles (2007) state that speaking skill is the human's ability to release orally something and produce the sounds, pronunciation, intonation, and pitch from words, sentences, and phrases' structures in order to do a conversation with people. This one of the crucial skills that requires to be mastered by English

learner. This skill takes a lot of times and much effort. According to Burns (2012), speaking is a very sophisticated ability that requires simultaneous cognitive, physical, and sociocultural processes. A speaker's knowledge and skill must be promptly triggered in real time.

c. Vlogging

Biel and Gatica-Perez (2010) elaborate that vlog is video collections that offer as an audio-visual life documentary and a tool for communicating via online videos. It can be expressed verbally or through speaking and involves the sharing of information, experiences, or giving suggestion (Davis, 2014).

Vlogging is a type of activity in which people make a video about themselves and provide information about their everyday activities, personal lives, interests, travel destinations, culinary, and other topics that may entice people to view the video online (Mandasari, 2019). This necessitates the vlogger, a person who creates vlog, speaking in front of camera, then analyzing and evaluating their recorded statements, editing before opting to upload online, and then watching and listening to the vlog of their performance.

c. Non-Native Speaker

A non-native speaker is a person who speaks a language that is not their mother tongue. They may have learned the language through formal education or informally through daily interactions with native speaker or self-study. Based on Oxford Dictionary (2007) a non-native speaker of a language is one who has not spoken it from the time they first learnt to talk.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some literatures and expert definitions which relevant to this study. This chapter aims to deepen researchers' understanding about the topic. This chapter divides into three subtitles: 1). Perception, 2). Speaking Ability, and 3). Video Blogging.

A. Perception

1. Definition of Perception

To acquire a better understanding of perception, it is critical to comprehend the meaning of attitude. Attitude is defined as a mindset or a proclivity to act in a certain way as a result of both an individual's experience and temperament. According to Chottsawhas (2016) when it comes to a person's attitudes, a complex mix of personality, beliefs, values, behaviors, and motivations come into play. An affect or an emotion, cognition or thoughts or belief, and behavior or action are the three components of attitude.

Perception arises after human being exposed with stimulation outside their body, for instance it could be comes from what they see, listen, or feel after experienced it. Chottsawhas (2016) states that perception is the process by which people interpret a situation and stimuli into something meaningful based on their prior experienced. In addition, based on Oxford *Dictionary* (2007), perception is the way you observe things, especially with your senses. Perception is concerned

with the human senses of sight (eyes), hearing (ears), touch (other parts of the body), smell (nose), and taste (tongue). Thus, each person would have different understanding toward something based on their own perceptions. According to Unumeri (2009), perception is characterized by someone's opinions and viewpoints. People might see the same view but would perceive it differently. Then it would be process in their mind. They will have a favorable perception of something if they think positively. Then, if people think negatively, their perspective will be negative as well.

2. Perception on The Use of Technology

In the field of education, Lim and Yong (2013) explored students' perspectives by the use of technology in teaching towards a pleasant learning experience by university students in Singapore. Based on the qualitative methodologies used by the interviewers, the finding showed that their learning experiences have been strengthened as a result of their contemplation on technology in the classroom, particularly:

- a. Learning consolidation; repetition, recapitulation, revision, and remedy.
- b. Empowered Learning; bridging, clarity, captivation/enhancement, and practicality.
- c. Convenience in Learning; easy access and quick communication.
- d. Organized Learning; consistency, intensive, and Facilitation.
- e. Interactivity in Learning; new platform, Extension, and monitoring.

Lazo and kim (2019) have conducted a study involving technology in English Class, to be specific, the students will be filming themselves performing their presentation in front of a camera. The study focused on comparing between in-class presentation and vlogging. The result indicated that when compared to their friends who gave presentations in class, the vlogging group received superior presentation grades as the study went in the categories of grammar, elocution and speed, eye contact, and non-verbal communication. Students in the vlogging group spent more time on their performances and had the opportunity to correct or re-record them.

B. Speaking Ability

1. Definition of Speaking

According to Boonkit (2001), speaking is one of the four most crucial skills in English, especially when the speakers are not native English speakers. The skill is defined as the ability to utilize language in real-life situations, to convey acts in fine words, or to communicate or converse ideas fluently.

Following Byrne (1986), speaking is an activity in which two or more individuals engage as listeners and speakers. When interacting, each person has a focused attention or a specific purpose in mind. To summarize, speaking should entail at least two participants: one as a speaker delivering information and another as a listener receiving information.

Speaking playing a great role in daily life situation. Speaking is used to communicate among people in society in order to maintain good relationships.

Rivers (1987) claims that speaking allows people to communicate their thoughts, feelings, and emotions while also influencing others and receiving direct response from listeners. Furthermore, Bygate (1987) suggests that speaking competence is the capacity to use oral language to explore ideas, intents, emotions, and feelings with other people in order to provide a message that is clearly communicated and well understood by the listener.

Speaking can be categorized as a productive skill, what a human produce, that linked and cannot be distinguished from the other language abilities: listening, reading, and writing. Speaking ability, according to Jill and Charles (2007), is the ability of a person to release something orally and produce sounds, pronunciation, intonation, and pitch from words, sentences, and phrases structures in order to communicate with other people.

Speaking is a bridge for human doing an interaction. Through speaking, they are able to communicate, to deliver thought, to share ideas, to give advice, and many more activities in oral. In short, speaking is a productive skill that allows people to do communication orally in order to share idea, express feeling, or other oral activities.

2. Elements of Speaking

According to Harris (1994), speaking is a complicated skill that necessitates the systematic use of a variety of abilities. The most significant components of speaking skill, according to him, are pronunciation, grammar, vocabulary, fluency, and comprehension.

- a. **Vocabulary** is a list of all the words in a particular language that a person knows or uses (Hornby, 1995). If learners are rich with vocabularies, then it will ease them to do conversation.
- b. **Grammar**, "Grammar is the system of rules guiding the traditional order and relationship of words in a sentence," claims Brown (2001). Simply, grammar is the structure of how a speaker can deliver a message through a determined structure of the language used.
- c. **Pronunciation** is how a certain sound or sound is produced. Pronunciation focuses more on how sounds are heard by the listener than articulation, which deals with the actual generation of speech sounds in the mouth (Richards & Schmidt, 2002). Pronunciation can cause misunderstanding among listeners if any errors are made in pronouncing English words.
- d. **Fluency** refers to a learner's ability to talk at a decent tempo with few incorrect start and hesitations (Nunan, 2015). According to Hedge (2000), fluency is the capability to respond coherently by linking together words and phrases, clearly articulating sounds, and employing stress and intonation. Thornbury (2005) says that there are some strategies for sounding fluent in speaking English, and they are as follows: 1. Pause, which is also vital but should not be done frequently; 2. Proper pause placement, natural-sounding pauses are typically found at the intersection of clauses or after a

group of words that create a meaningful unit; 3. The number of syllables between pauses, or the duration of the run. The speaker sounds more fluent the longer the runs are. In short, accuracy is concerned with language norms, while fluency is concerned with quality of language we produce. ;

- e. **Accuracy** relates to how well a learner's speech is grammatically correct, clearly, comprehensible pronunciation and vocabulary choice (Nunan, 2015). Also, Nunan (2003) explains that learners should practice accuracy, fluency, and the level to which speakers utilize the target language rapidly and confidently, with minimal hesitations, artificial pauses, false starts, or even word searches.
- f. **Comprehension** is understanding of the intended meaning of a spoken or written communication. It places emphasis on the significance of communication, which includes the speaker's and listener's goals, context, and prior knowledge (Longman in Pernanda, 2009).

Each of the elements is linked to the others. Therefore, speaking is the most difficult skill to be master because of all those elements that need be mastered in order to have a good quality of speaking skill. Absolutely, it takes times and many efforts to learn it. Burns (2012, in Lestari 2019) elaborates that speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes-cognitive, physical, and socio-cultural-and a speaker's knowledge and skills must be activated rapidly in real-time, but speaking is

considered a skill to practice and master. Also, Lingga, et al. (2021) add that speaking English is challenging since it requires a correlation and right utilization of grammar, vocabulary, and pronunciation in addition to being understood.

3. Speaking: Its Importance

The competence of the learners to communicate indicates the spoken language's objective. Learners intended to develop their communication skills.

Richards (2002) identifies four components of communicative competence:

- a. **Grammatical competence** is the term used to describe our ability to construct sentences in a language. Grammar, vocabulary, and mechanics are all included under the concept of grammatical competence. The term "mechanics" in speaking refers to the basic sounds of letters and syllables, word pronunciation, intonation, and stress.
- b. **Sociolinguistic competence** is how to utilize language in a communication situation in a linguistic and socially appropriate way. Understanding the sociolinguistic aspects of language enables learners to make appropriate comments, how to ask questions during interactions, and react nonverbally in accordance with the conversation's aim.
- c. **Discourse competency** is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of

discourse. For example, to know how to create and understand various types of texts (e.g., narratives, reports, interviews, conversations).

- d. **Strategy competence** is the ability to recognize when and how to change the conversation's direction, how to maintain conversation, how to end it, and how to address communication breakdowns.

4. **Problem of Speaking**

Some previous studies discovered the factors that underlies why students are poor in speaking skill, there are lack of vocabulary and practice, shyness, fear, language „fossilization“ (Mridha & Muniruzzama, 2020); lack of opportunity to learn English and time for lecturers to evaluate students' abilities (Putri & Sari, 2019); due to possible first language interference and their lack of proficiency, many people lack of confidence to converse in the target language (Andiappan, 2022); Lack of emphasis on speaking skills in the curriculum, limited opportunities to practice speaking skills outside of class, and an examination system that does not prioritize oral skills, and the classroom environment does not support oral activity (Richard, 2018 as cited in Sari, 2016).

Royani (2022) mentions that most language learners face two types of speaking issues: the psychological issue i.e., lack of confidence and the linguistic issue i.e., insufficient basic linguistic knowledge to express themselves in foreign language. In line with the psychological issue, Ur (1996) illustrates some of its cases as follows: when someone speaks, they may be inhibited for a variety of reasons, including fear of making a mistake, fear of being judged or looking

foolish, or simply shy of the attention their speech draws. Other cases include having nothing to say, having low or uneven participation, and speaking in their mother tongue rather than the target language. Some learners try to speak in their mother tongue in speaking class because they find it to be very effortless and comfortable (Tuan & Mai, 2015).

Furthermore, Leong and Ahmadi (2017) add another issue which is the low level of engagement in the speaking class. Each student in a large class will have very little opportunity to speak because only one person speaks at once while the others struggle to hear him or her. Some students dominate the entire speaking class, whereas others speak infrequently or never at all.

In relation to speaking problem also found in Indonesian students. Afandi and Wahyuningsih (2020) studied about speaking problem encountered by learners majoring English at an Indonesian university. The finding demonstrated that the main obstacle in speaking English is lack of vocabularies. Furthermore, lack of proficiency with grammar, poor of accurate pronunciation, lack of exposure to English outside of the classroom, lack of confidence, and lack of language development in the curriculum. Additionally, both authors suggested that there should be some implications in the English-speaking curriculum development. First, the speaking curriculum must be thoughtfully developed in accordance with the English curriculum. Second, educators should create English-speaking curriculum that integrates technology and social media and encourages students to learn about, experience, and enrich their culture around the world. Third, educators should work with the English-speaking community to support the

English-speaking curriculum so that students have more opportunities to use the language both inside and outside of the classroom.

5. Autonomous Learning in Speaking Skill

One of the effective ways to teach speaking is implementing autonomous learning. According to Thornbury (2005), autonomy is the ability to self-regulate performance after gaining control over previously externally controlled skills. Simply said, autonomous learning is the ability of students to take charge of their own learning. This notion is thought to enable learners to become more engaged and effective language learners.

Learners can only acquire actual autonomy if they can deal on their own in the actual world. There are a number of things they can do outside of the class to promote them shift from the classroom to the outside world, for instance (Thornbury, 2005):

1. Tape diaries, in which students keep a taped diary by recording themselves on audiotape at home on a regular basis and submitting it to the teacher for evaluation.
2. Audio and video conferencing, in which two or more people connect over the internet via a live audio or video link.
3. Portfolio or journal, ask students to reflect on their outside-of-class speaking experiences

In the twenty-first century, where technical education is rapidly expanding, it now offers a wide range of up-to-date trends of methods and

strategies in teaching and learning process. For example, teacher assigns to make a tape diary. Basically, tape diary is only required students to record their voice. But nowadays, there is a new trend to make this assignment more attractive, that is turning this voice recording to video recording. Actually, the assignment in speaking is not always in the form of making diary, it could be making a video of your daily activity, or reviewing your favorite thing, or even creating an educational video. Harmer (2004) argues that developing a video project is an effective way to enhance speaking skills.

C. Video Blogging (Vlogging)

Vlog stands for video blog or video log. This is the newest trend among digital native recently. At first, people tend to only watch vlog in YouTube, but now they compete to create their own video. Biel and Gatica-Perez (2010) elaborate that vlog is video collections that offer as an audio-visual life documentary and a tool for communicating via online videos. It can be expressed verbally or through speaking and involves the sharing of information, experiences, or giving suggestion (Davis, 2014). Also, Wulandari (2018) states they can also gain financial benefits by doing vlog, and many have gone on to become famous superstars as a result of their efforts. This fact drives young people to "aggressively" create and share vlogs.

Before people know blog as a platform where to share written information on web. Then, vlog comes as the new innovation which has the same purpose but in the form of video, a combination between audio and visual. A vlog is a creative

video that anyone may make and then edit (adding photos, text, and sounds) before uploading or sharing on the social media site YouTube (Fiddan & Debbag 2018). Vlog is one of the most recent media innovations that has opened up new ways of communication through public created media (Baran, 2007). It may include speakers or vloggers providing the text and context for the video, which are video collections that present as an audio-visual life archive and a tool for communication interacting on the internet (Biel and Gatica-Perez, 2010). It involves the process of sharing information, experiences, or advice which conveys in an oral or speech utterance (Davis, 2014). Vlogs are video diaries that capture daily living, hobbies, travel, and other topics. The first step in making a vlog is to plan because the outcome is determined by the strategy. Vlogs are beginning to emerge as a potential media for educational purposes.

Vlog provides numerous opportunities to improve English language ability. Vlogs, according to Watkins (2012) can help language learners self-monitor their performance before posting their vlogs to the public. They will feel freer to handle their own work as a result of this, and they will be more confidence in the outcome of their job. In addition, Combre & Condreanu (2016) indicates that students' digital literacy and speaking skills will be boosted by creating vlogs. It can also provide language users with the opportunity to negotiate foreign language vocabularies. Students' confidence, creativity, vocabulary, critical thinking, and many other characteristics will increase as a result of developing those capacities in them, especially if they are learning English as a foreign language. Furthermore, Maulidah (2017) mentions that vlog

greatly enhances students' speaking abilities. It can enhance students' motivation by creating learning enjoyable and accessible. Furthermore, it encourages students to show themselves well while speaking. They will be able to interact in a natural setting and gain a lot of speaking experience. Additionally, students have the opportunity to develop their ability to learn autonomously.

1. Vlogging Stages

There are numerous stages of vlogging activity. Every stage has a distinct objective and set of activities. Vlog is a learning strategy that focuses on the process rather than the outcome (Fitria, 2022). All the steps are summarized in the table below (Sun, 2009).

Table 2. 1
Vlogging Stages

Vlogging stages	Activities
Conceptualizing	<ol style="list-style-type: none"> 1. Planning what to say and how to say it 2. Coming up with an appropriate voice blog topic 3. Listening to others' vlogs for ideas 4. Consulting a dictionary or searching the Internet 5. Notetaking
Brainstorming	<ol style="list-style-type: none"> 1. Outlining main and supporting ideas 2. Translating from L1 to L2 3. Writing down a script before recording
Articulation	<ol style="list-style-type: none"> 1. Rehearsing before recording 2. Recording voice blog and uploading it after checking
Monitoring	<ol style="list-style-type: none"> 1. Listening to the recorded file before uploading it 2. Monitoring vlog entries in terms of content,

	organization, and language usage
Evaluating	1. Evaluating vlog content, organization, and language-usage 2. Redoing the Vlog

2. The significance of Using Vlog in Students' Speaking Improvement

Considering the process of vlogging, there are various significances that may be derived as a positive impact. Sun (2009) mentions a number of its significances in this following:

1. Students Encouragement.

Students will be more encouraged to talk as a result of the Vlog. Vlogging serves as a form of social media consumption that is widely employed by students in their daily activities. They prefer to utilize it to communicate their thoughts, feelings, and improvisation. Furthermore, the ease with which they can operate it promotes their readiness to employ it in their project, particularly when it comes to accomplishing speaking tasks. When students are confident in their ability to complete a project, they are more likely to be driven. That is what a vlog is for. As a result, it has a substantial impact on enhancing student motivation.

2. Self-Presentation

Vlogging and social media usage are inextricably linked. When students prepare for their performance, it has a psychological impact on them. In their vlog, they will provide their best performance. As a result,

using a vlog considerably improves students' self-presentation, particularly in speaking abilities.

3. Talk More Time

EFL students have a restricted opportunity to express themselves verbally. Students only practice speaking English in class or at a specific event where English is used as a means of communication. Students will have more opportunities to talk outside of class if vlog is used as a teaching medium. They are forced to speak and express themselves in English as a result of vlogging. As a result, their ability to communicate will gradually improve.

4. Autonomous Learning

Students gain autonomy through task-based learning. Vlogging is another task-based learning technique. One of the advantages of autonomous learning is that students will find significance in their studies. They also have the freedom to manage their thoughts about their learning process. Vlogging addresses this issue and engages students in self-directed learning.

D. Relevance of The Study

A number of researchers have concerned a lot on this topic. Thus, there are several studies have been done by previous researchers. To begin, some studies has been conducted on students at Indonesian university level. Mandasari & Aminatun (2019) uncovered perceptions of 40 students majoring English

education at Universitas Teknokrat Indonesia toward vlogging activity in improving their speaking abilities. According to the study's findings, vlog provides engaging learning activities, efficient learning, effective learning, and encourages students to be creative, independent, and critical. It also assists students in better understanding the topic. Another study by Wulandari (2019) who used Instagram vlog to improve EFL learners' speaking proficiency. Twenty-eight students of English education department at Sanata Dharna university who was undertaking speaking 1 class argued that the integration of Instagram vlog into a basic level speaking class helped the students speak more proficiently in terms of pronunciation, fluency, vocabulary, syntax, and overall use of the target language, as well as increasing their motivation and self-assurance.

This topic has also been investigated on students at senior high school level. Rahmawati, et al. (2018) explored the use of vlogging to improve students' speaking skill on 11th grade of SMA Muhammadiyah Ponorogo using Classroom Action Research method. The test's findings demonstrated an improvement from cycle I to cycle II. The students' cycle I score percentage was 53.57%. In contrast, the students' cycle II scoring percentage was 100%. As a result of using vlogging to practice speaking English, the students became more engaged, self-assured, and enthusiastic. The researcher came to the conclusion that using vlogging to help students with their speaking abilities was successful. The same method was used by Butar (2018) to examine the 11th grade of SMAK Immanuel Pontianak. The students made progress in their speaking abilities. Although they were already excellent at delivering the information in Cycle I, several students were still

pausing and pronouncing words incorrectly. as a result of cycle II, the students were able to talk more accurately and fluently by obtaining and listening to material from the media. The teaching and learning activity inspired the students to speak up as well. All of the findings suggest that students' speaking abilities are improved via video blogging.

According to Rahayu & Nurviyani (2018), an interview with students in SMK Al-Fathonah Cianjur showed a result that vlogs can assist in learning speaking and foster their speaking skill. The students were also highly motivated to study speaking through vlogs. Vlogs are useful for teaching speaking skills and narrative text. Speaking can be learned more flexibly through vlogs. But for students to learn speaking through vlogging, there should be proper facilities. Students responded positively to the idea that learning how to talk through vlogs is entertaining, fascinating, and inspires students to develop their speaking abilities. According to the results, vlog can only be used to teach speaking at the intermediate and upper levels, such as junior high, senior high or vocational high school, and university. Further, the following are several international studies that related to this research topic. Andiappan (2022) examined how a vlogging project affected the speaking abilities of Malaysian ESL students at a secondary school. The results showed that the speaking scores of the ESL students have improved statistically. The participants also had a positive opinion of the vlogging project and thought of it as a student-friendly teaching tool that may also encourage self-evaluation and serve as a motivating factor. Watkins (2012) explored at two universities in Japan and found out that vlogging, students can practice their

English communication skills outside of the classroom, give oral feedback on the vlogs of their friends, and get teacher feedback via the teacher's own vlog posting.

Also, Krasulia (2021) challenged 14 1st undergraduate students at Sumy State University, Ukraine to do 21 days vlog challenge in order to develop their speaking skill. The students were generally giving positive respond. The majority of students acknowledged that they had contributed to their study of the English language, which made their learning more interesting and captivating.

The last, a study was carried to investigate the perception of English language users toward the use of vlogging as an English-speaking activity. Five people aged between 23-28 years old were participated. Through this qualitative study, Chottsawhas (2016) found out that: 1). Vlogging promotes student self-reflection. If a student felt that their first vlog wasn't the best, they could do it again because they could listen to it before submitting in the video; 2). Having more opportunities to talk in English. Some participants noticed gains in their speaking fluency, volume control, speaking speed, pronunciation, pauses, and speaking confidence. They also started to get the hang of speaking without notes; 3). Learning new language and grammar, reducing shyness, boosting confidence, and improving fluency are all possible through vlogging; 4). They were able to communicate their thoughts about their experience in English through vlogging. This can maximize their learning engagement and boost their confidence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on how this research carries out. Four parts mentioned in this chapter are research design, population and sample of the research, how to collect the data, and how to analyze the data.

A. Research Design

The researcher conducted this study by using qualitative descriptive method to explore non-native speakers' perceptions of the impact of English vlogging on their speaking skills. Qualitative research is a method of examining and analyzing the meaning of individuals or groups in relation to a social or human issue (Creswell, 2018). According to Moleong (2010), qualitative research is research that focuses on understanding the phenomena of what research subjects experience, such as behavior, perception, motivation, action, and so on, holistically and through the description of phenomena in the form of words and language, in a natural context, using a variety of scientific methods. The goal of qualitative research is to gain a thorough understanding of the object being studied.

B. Population and Sample

The population of this study was Acehnese, non-native speakers who were learning English language. In this Research, the researcher used a convenience

sampling method for choosing the participants. Convenience sampling was used to choose the people who would take part in this study. Convenience sampling (also referred to as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population included for the purpose of the study if they met specific practical criteria, such as easy accessibility, geographic proximity, availability at a specific time, or the willingness to participate (Dornyei, 2007). In other words, the researcher chose the convenience sampling method based on the elements' availability and ease of collecting. The sample was taken because it was at the right place and time. The researcher chose non-native speakers who have been doing an English vlog. Thus, the sample of this study consisted of 5 non-native speakers. Each participant was initialized as followed MA, BF, F, MP, and IF.

C. Method of Data Collection

In collecting data, the researcher used in-depth interviews techniques. An in-depth interview is a qualitative research method that involves conducting extensive one-on-one interviews with a small group of respondents to obtain their opinions on a specific topic, program, or issue (Showkat & Parveen, 2017). As an interviewer, the researcher prepared some questions for participants to answer connected to the issues discussed. In their own terms, the researcher also gave the participants the freedom to share their opinions. Each of the interviewee has approximately 20-30 minutes to answer all the questions.

Then, the researcher used a digital voice recording to collect the data, while listening to the experiences of the participants, the researcher also took notes. During the interview, the participant may speak in the language with which he or she is most comfortable. That is, the researcher permitted the subjects to narrate their stories

in either Indonesian or English. It is simpler to obtain more detailed information about their experiences if they use the language that they are comfortable with.

Here is the list of interview questions:

1. What is vlogging in your opinion? How long have you been as a vlogger?
2. In your opinion, does English vlogging help you to enrich your vocabularies? How is it?
3. In your opinion, how does English vlogging impact to your pronunciation?
4. Do you know how does vlogging impact to your grammar?
5. Besides those three points (vocabularies, pronunciation, and grammar), what are the other gains you get from making vlogging?
6. Do you think English vlogging impact to your fluency and accuracy? How is it?
7. How much vlogging helps you in your speaking, especially English?
8. What challenges do you encounter from making an English vlogging?
9. How was your speaking skill before and after implementing vlogging?
10. Do you have any additional information about vlogging?

D. Method of Data Analysis

To analyze the data, the researcher used Miles and Huberman's (1994) flow model. Data reduction, data presentation, and conclusion making are only a few of the model's components that need to be examined.

1. The first step is to limit the amount of data that has to be processed. It's a word for the process of selecting, concentrating, and summarizing raw data from interviews, observations, documents, and other qualitative data sources. The focus of the research was to decide which parts of the interview should be included in the transcript.
2. The next step is to visualize the data. A visualization is a structured and condensed collection of information that allows to conclude drawing and action. The researcher displays the data that comprises the phrases precisely and unambiguously at this step.
3. The final step is to reach the conclusion. The researcher comes to a conclusion on the research findings in accordance with the research questions and RAN deaxis theory used.

CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on elaborating the finding and discussion that has been collected from interview to address the research question that has been mentioned in chapter 1.

A. Research Findings

The finding of this study is based on research question. The research question is regarding to non-native speakers' perceptions of the impact of English vlogging on their speaking skills including their own definitions of vlogging, their argument on the impact of vlogging on their vocabularies, pronunciation, grammar, fluency and accuracy, their speaking skills before and after implementing English vlogging, encountered challenges, vlogging as assessment tool and feedback, and new skill acquired. This part included some points to be briefed as the following:

1. Perception of Vlogging Definition

The beginning of the interview is asking the participants to give a brief explanation of vlogging definition based on their opinions. Most of them define vlogging in the similar opinion.

F said that:

Vlogging is making videos by recording yourself, recording daily activities and uploading them on YouTube or Instagram. Usually, it's a blog where we only write about our activities, but now there is a video version, that's why it's called vlogging.

Based on the interview, 3 out of 5 participants argued that vlogging is an activity to record about daily life. Besides, a participant, BF, stated another statement which is:

Vlogging is storytelling which has elements and goals to educate viewers in the form of video blogs.

And the last participant, IF, also had a slightly different definition about vlogging. IF stated:

So, in a way I perceived that, vlogging depends on the purpose of someone doing a vlog. For myself, vlogging is documenting the trips that I do such as traveling or it can also be a medium to share opinions.

From all the opinions above, it showed that each of the participants had different purposes in doing their vlogs. They differently define vlogging based on their vlog's contents. But all the participants agreed that vlogging is an activity of producing a video by recording their selves.

2. Impact to Enrich Vocabularies

Four of the English vloggers who participated in this research believe that doing an English vlogging helped them to enrich their vocabularies.

As argued by MA:

Absolutely, yes. It is very helpful because we are like being challenged to find new words and also sometimes correct the wrong vocabs.

BF added:

Of course, it is able to increase vocabulary. Moreover, being helped by frequently reading or listening to podcasts when looking for references to make videos also increases vocabulary.

Also, MP gave her statement:

Before I made a video, I made a script first, so when I made the script, I learned new vocabulary.

Most of the participants said that vlogging contributed to expand their vocabularies because before making a vlog, they have created a script to assist them in delivering the speech. Within the process of writing a script, they found and learned new vocabularies. By listening or reading when browse for references helped to enrich vocabularies likewise.

Meanwhile, a participant, F, argued that:

To increase my vocabulary, I don't think so. This vlogging is just a way to practice the vocabulary that I have learned. So, this does not increase but only strengthens the memory of the vocabulary.

From the answer above, we can consider that even though vlogging did not improve his vocabularies, but it still gave a positive impact that was reinforcing his vocabulary mastery.

3. Impact to Pronunciation

Pronunciation refers to the way in which we make the sound of words. Of course, it is essential to pronounce the word in a correct way. Mistakes in pronunciation causes to misunderstanding. Therefore, doing a vlog assists to improve pronunciation.

As said by BF:

Of course, very influential. For example, let's say we are preparing to make a vlog, it would be better if we talk in front of the mirror first or record it with the camera and then we will see the results. If there are words that are complicated, we repeat them again. And this affects the improvement of pronunciation.

Then, MA added:

Moreover, by frequently vlogging, it means that we often say these words, yes, our pronunciation will automatically get better.

Four of the participants admitted that the more often we speak the more our pronunciation get better. Based on the answers above, we can see that there was a good impact of English vlogging on pronunciation.

On the other hand, the remaining participant showed the contradiction.

MP stated that:

For pronunciation it has no effect at all. I apply what I have mastered before.

This participant believed that she has mastered pronunciation well even before starting vlogging. So, when she was doing her vlog, she applied what she has mattered.

4. Impact to Grammar

Grammar is considered as the complicated skill to be mastered by language learners. It has a number of requirements. Based on the interview, three of the participants experienced the impact of vlogging on their grammar skills.

The participant BF assumed:

Yes, this vlogging also affects grammar. Learning grammar takes time. No one is immediately fluent in using grammar in once doing a vlog. Grammar itself is formed because we learn and often practice in conversation. So over time due to frequent vlogging the grammar can be improved.

Also, MA stated:

Yes, for example, when we have uploaded the video, then there are grammatical errors, there will be someone who will help to fix it in the comments or there are also those who just remind us like "that is wrong, you should...".

Both participants agreed that doing a vlog impact to improve their grammar skill. The improvement came from the habit of using grammar correctly when speaking in the video. Likewise, sometimes got feedback from the viewers to correct the mistake.

Further, a participant argued that she did not feel any improvement in grammar, but it gave to another impact.

As IF said:

Personally, my grammar improves when I use that in writing, better than speaking. I don't think vlogging improves my grammar, but my practice in writing improves my grammar a lot. So, what I practice through writing, I

implement it in speaking. Maybe it just raises my awareness to use sentence grammatically when speaking.

Meanwhile, two of the participants confronted to those statements because they didn't get any impact of vlogging towards their grammar skills.

As argued by MP:

I don't think so. I don't think vlogging improve my grammar. I can say that before I start vlogging I have mastered grammar. I just apply it in my speaking.

Two of the participants had the similar opinion about the impact of vlogging on their grammar skills. They did not acquire any impact because they have already mastered grammar before and just apply it into their speaking.

5. Impact to Fluency and Accuracy

After their confidences raised up, vocabularies enriched, pronunciation got better, and able to use grammar appropriately, last but not least, fluency and accuracy also need to be improved. Becoming fluent in English is an ambition of each language learners because it makes us sounds like a native speaker. Regarding to the interview, all the participants approved that vlogging has potential to improve their fluency and accuracy.

The participant MP stated her argument:

If there is an influence on fluency, yes. Because by memorizing the script often, I got used to saying English sentences. Likewise, when I talk to other people in the future, because I have used this sentence before, I don't need to think again to compose the sentence.

Also, MA added:

Also, in vlogging, there is a rule that there must be a tempo, it can't be too fast or too slow, just adjust it to the script that we have made.

In terms of accuracy, IF stated that:

But with vlogging, it does improve awareness of how to use sentences accurately.

Three answers above have already represented the idea of other participants that is there was impact of vlogging on their fluency. This vlogging helped them to be more fluent in speaking. By often memorizing script they were accustomed to English words. They also drilled to pay attention with the intonation, tempo, and when to pause in speaking. As well, they were more aware to accurately arrange sentences before using it in speaking.

6. Speaking Skill Before and After Implementing Vlogging

At the beginning of the interview, the researcher asked them how long they had been doing this vlogging. Their answers varied, some have been 5 years, 3 years, some have just started a year ago. Even so, there must be an influence on their speaking skills before and after vlogging.

As participant MA said:

Before I do this vlogging, for me English is just a theory. Because in the past, when I studied English at the Islamic boarding school, I only studied Grammar and kept memorizing, I didn't practice much. Then I learned how to make this vlog, I looked at other people's vlogs, I learned how to make videos in English and also learned how to use English correctly. I could say that before I started vlogging, my English was around 20%. Now it's up about 50%.

The same argument was mentioned by F:

Before I vlog in English, I stammered because I rarely practiced it. So, one way of practice that I do is vlogging. Of course, after vlogging my English is more fluency, more fluent, more confident, and the articulation or pronunciation can't be denied nor improved.

When they first start vlogging they have to compose a script as a topic of conversation in the vlog. The more often they vlog, plus their confidence also increases, they get used to doing vlogs directly without having to write a script first.

As stated by BF below:

But after blogging, it seems to boost 2x. When you start vlogging, you have to make a script first, but now because you've been vlogging a lot, you can do it directly without scripting.

Then, IF also delivered a statement:

If you compare it, the first time I made a vlog was 2016, I repeated it many times, then I made the script first and then memorized it, I'm not confident with the English either. And the latest one that I did, what I feel was like now it's already done without making a script, just talk in English. Then there's no more aaa eeee, thank God. So, I think it did improve a lot from the past.

It is undeniable that doing English vlogs had a lot of positive effects on the development of their speaking skills. As the interviewees mentioned in their interview, before they start vlogging, they only study English theoretically, they often stutter because they rarely practice speaking, and they also need a lot of effort to make a vlog such as making scripts, memorizing it, then retaking videos over and over again. Then, they gradually improved. After frequently doing this

English vlogging, they felt a significant change when compared to the early days when they started vlogging. For instance, they learned English practically, they became more fluent, confident, their articulation and pronunciation also got better, they were even able to do vlogs without scripting first.

7. Encountered Challenges in Creating a Vlog

All the participants have had challenges when they were creating video blogs. These challenges arise as a result of some factors, including factors that generate with the content creator itself and the tools used in making the video.

As stated by MA:

It could be an idea. And this idea is a problem for all content creators. This idea is rare and once you find it, it should be written down, so you don't forget it.

Another participant, F stated:

If the challenge in terms of English is like I have to write a script first, then have to read it, memorize the sentences, then finally you can say it in front of the camera... Choose the right costume.

In addition, IF told another her challenges, that was:

The challenge at first was like not being confident about speaking in front of the camera. Also, I always thinking about "would people like what I am posting?". Then the challenge is that there is still a lack of confidence in talking to the camera in front of crowded people. Then it's time, if we have other activities that we prioritize, vlogging will become secondary. There is a lot of time spent in vlogging, especially if we do everything ourselves, starting from making videos, editing takes a lot of time.

Furthermore, MP also argued:

The problem with the process of making the video starting from the angle of shooting. Also, the challenge is in choosing a sound that is not copyrighted but still in accordance with the vibes of the video that we will

make. Then it's also a bit difficult to think about the intro, sometimes confused about how to start the video.

Based on the answers above, we can see that the challenges differ among all the participants. To conclude, the challenges that vloggers face when doing a vlog were lack of idea, making a script, memorizing, and practicing before doing a vlog, lack of confidence, lack of time, negative mind such as “would people like what I am posting?”, choosing the suitable costume, determining the angle of shooting, and selecting back sound and intro of the video.

Meanwhile, all the participants had the similarity in using the tool to record and edit the vlog, which are smartphone and laptop.

BF said:

.....now I only use one smartphone to record and edit the video.

8. Assessment Tool and Feedback

A participant, MA, told his experience with vlogging as an assessment tool and feedback.

He said:

For example, when we have uploaded the video, then there are grammatical errors, there will be someone who will help fix it in the comments or some will just remind us like "...you say it wrong, it should be...". So, as the owner of the channel, when i read the comments i will fix the error.

Feedback is not only obtained from teacher at school. The participant agreed that this vlogging can also be a media for him to get feedback. He got this

feedback from his viewers whom he didn't even know. This answer proved that vlogging could be a media to get feedback on errors we have made. Absolutely, this is a good impact to improve English skill.

9. Generate New Method in Speaking Practice

The most crucial component of speaking is practice. In fact, a number of English learners don't have a sufficient time to practice English due to unsupported environment. Therefore, learners can develop their speaking abilities by using English video blogs.

The following is told by F:

When I don't have a partner to practice speaking, I do a vlog to practice speaking.

Moreover, IF also said:

I vlog using English to be honest as a medium for speaking practice, because I want to be able to speak English fluently but the environment in my hometown is difficult to have a circle that can be asked to speak English regularly. Finally, I used vlogs as a medium for practicing speaking.

In accordance with the interviews above, doing a vlog can overcome one of the common speaking problems which is neither having partner nor unsupported environment. The key point to be able to speak English well is to keep talking. By doing a vlog, people don't necessitate partner to talk to. Therefore, every time people want to practice speaking, they can make a vlog to drill their English-speaking skill be better.

10. Acquiring Other New Skill

Beside helped to practice speaking skill, vlogging also helped to gain other skills. Within process of creating a vlog, a vlogger needs to be creative and innovative in designing his or her video to attract people to watch it. And this is requiring a good skill in editing. The more often you edit video, the more your editing skill increased.

As stated by MP:

By vlogging I can gain video editing skills. I also often look at people's vlogs, this also helps me to be more creative and come up with new ideas.

Another statement also said by IF that:

I have acquired skills such as being able to edit videos, practice confidence in speaking in front of people. Especially now that presentation skills are like skills that we must have. It really improves.

All the participants had the similar argument that by doing a vlog really helped them to improve confidence to speak. The participants experienced that their public speakings was increased as they used to share their video to be consumed by public. This also led to improve their presentation skills which is considered as a must have skill nowadays.

Additionally, BF argued:

By vlogging also increases my listening skills. Because before we vlog we learn from the videos of other content creators, we watch their videos and listen to their podcasts. So, when I watch videos in English, I turn off the subtitles so listen carefully to what is being said. Vlogging also affects connections and relationships. From this vlogging, suddenly I got an erratic job, some suddenly asked for a collab and all kinds of things.

This current answer showed another gain that participant obtained since being a vlogger. Vlogging helped him to improve his listening skill because he used to listen to others' English video before making his own English vlog. Further, vlogging also widened his connection and relationship as he was once offered to do a video collaboration and even a side job. In this case, doing a vlog could be called a job and increases financial income.

To sum up, English vlogging did not only help to improve English speaking skill, but also improved confidence, public speaking, presentation skill, editing skill, be more creative, listening skill, broaden social network, and source of incomes.

B. Discussion

This study focused on exploring non-native speakers' perceptions of the impact of English vlogging on their speaking skills. The participants of this study were investigated through an interview. Based on the finding of interview, there were many opinions and varied perceptions from the five vloggers.

After interviewing and acquiring sufficient data from the participants, there are four points that are considered were impacted when someone practicing speaking through vlogging, they were: impacted to vocabularies, pronunciation, grammar, as well as fluency and accuracy. In line with the finding, all the participants agreed that vlogging impacted those five elements of speaking as mentioned before. Although there were two of participants felt that vlogging did not impact to their grammar and pronunciation because they have mastered it even

before starting vlogging. However, most of them declared positive arguments on the remaining. Each point of the impact was discussed as first, by doing an English vlogging could help to enrich new vocabularies and strengthen the mastered vocabularies. Within the process of making a script before starting the video, they acknowledged that writing this script has helped them discover new vocabulary and sometimes correct the incorrect words. By watching and listening to other people's vlogs also helps to expand their vocabularies. In addition, vlogging also helps strengthen their memory of memorized vocabularies. These results are in line with the finding of Weganofa and Khoiro (2020) that before making the vlog, the students also write a script to guide them. The process of writing a script or drafting one benefits learners in expanding their vocabularies because they learn new words related to tourist destinations. Another research by Putri and Sari (2019) shows the relevance finding that by using vlogs, teachers can encourage their students to continue using English even after class. To create the vlogs, the students would instantly recall a variety of vocabulary associated with the topics they have studied and would get accustomed to pronouncing the words. Vlog assists students in enhancing their speaking skill by activating newly acquired vocabulary, phrases, or sentences.

Second, improve pronunciation to be better. When they are producing a vlog, they want to convey their speech clearly. They will repeatedly re-record words that are difficult to speak and occasionally stammer in speech until the sentences can be pronounced well and delivered clearly to the viewers. This finding is in parallel with the previous by Mahmud (2021) which found that

vlogging has helped students to improve their English pronunciation. Unlike live presentations in the classroom, creating vlogs offered them the opportunity to make as many retakes as they like. By looking back over their own vlogs, students were able to monitor and evaluate their own speaking abilities. As Abdul Aziz and Kashinathan (2021) suggest that implementing activities that improve students' pronunciation as it could help to reduce their fear of mispronouncing unfamiliar word.

Third, fixes grammatical error and pay more attention to use grammatical sentences in speaking. On grammar, although there were some participants who argued that vlogging did not affect their grammar, there were still some who felt that their grammar skills were improved. This influence is felt when they make scripts for vlogs where they will pay attention to grammar in composing sentences. Plus, sometimes they also get feedback from the audience who comment if there is a wrong grammar. In addition, there were also participants who thought that their concern for using grammatical sentences correctly in speaking has also increased. The learners can verify their grammar before speaking in front of the camera by drafting a script. The participants' repetition and practice during the vlogging process may have reduced the number of grammar errors (Chen & hashim, 2022). This is consistent with Tran and Nguyen's (2019) assertion that language learners can master a language in a variety of ways, including through exercises, audio listening, and speaking practice alone or in groups. Additionally, research by Lazo and Kim (2019) that compared between live presentation and vlogging presentation showed result that

since the average presentation practice time was 67 minutes, it may be assumed that students in the vlogging group fixed their own errors as they viewed and listened to the video, which may have contributed to the grammar score improvement.

Fourth, become more fluent in speaking and accurate in using grammatical sentences in speaking. In terms of fluency, it refers to tempo, intonation, and articulation. This finding is in accordance with the study of Gromik (2017) that for instance, in this study, some participants could perceive some improvements with their speaking confidence, pronunciation, volume control, speaking speed, fluency, and pausing, as well as beginning to master the ability to speak without notes. Mahmud (2021) states in her research that the majority of respondents concurred that using vlogs helped them speak English more fluently.

Besides of improving in speaking, vlogging helps its users acquire other skills as well. The researcher also found out there were several advantages they have already got during vlogging as the following: generating new method in practicing speaking, getting feedback to correct mistake, and acquiring new skill. Despite of experiencing the good things, they also experienced facing the challenges during doing that vlogging. Vlogging is a great option and suitable to do a speaking activity frequently in case when lack of partner or insufficient time to practice speaking in the classroom as most of the English student experienced. This is in strong agreement with Srisang (2014) who demonstrates that the main problem in speaking is the lack of the opportunities to practice; to improve their ability in speaking English, students should practice a lot to improve their

speaking. For instance, students should try talking in front of the mirror, or try to speak with anybody who is a native speaker as much as they can. In this case, doing an English vlog can be a solution to overcome one of the problems of speaking that is lack of opportunity to drill speaking skill. For those who want to practice speaking without being constrained by time or a partner, video blogging or vlogging might be a helpful medium. Then, Anil (2016) indicated that vlog made respondents to enjoy learning English and that instant feedback from teachers helped them gradually increase their speaking proficiency.

Furthermore, vlogging is not only help in speaking, but also allows to gain another skill of its creator as mentioned by several participants above such as skill of editing video, be more creative, improve confidence, public speaking, presentation skill, editing skill, listening skill, broaden social network, and source of incomes. This skill may not be aimed to be achieved, but as a content creator who making such an art, of course, this skill will be improved as well. Watkins (2012) states that although video editing is not necessary for vlogging, students may enjoy adding music, film clips, images, and written messages into their vlogs. Again, such flourishes are not necessary for a vlog audio diary, but if video editing bolsters student enthusiasm, it should not be discouraged. Research by Anggraeni, Rachmijati, Apriliyanti (2020) showed that one of the results of their study indicates that students' creativity is improved. Using vlog as learning tool promote students' speaking fluency and triggers them to creatively edit and publish scenery photos and videos. These were also supported by Butar (2019) that some of the participants not only improved their speech fluency but also their

confidence when speaking in front of the camera. They may be able to practice their listening skills through video blogging as well.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this research based on the finding and discussion in the previous chapter. In order to address the stated research questions, conclusions developed in accordance with findings. Meanwhile, the recommendations provided as an insight for teachers, students, lecturers, readers, and also for the future researchers.

A. Conclusions

Based on themes in the qualitative data generated from in-depth individual interviews, perceptions of non-natives on the impact of English vlogging on their speaking skills are revealed. There were both positive and negative perception on the impact of English vlogging on their speaking skills due to how much each of participants felt the influences. Positive perceptions included vlogging impacted to enrich new vocabularies and strengthen the memorized ones, improve pronunciation, grammar as well as raise up awareness to use grammatical sentences in speaking and become fluently in speaking. They also perceived that vlogging allowed them to learn English not only theoretically, but also practically and boosted their speaking skill and confident twice. In addition, they were able to do a vlog even without arranging script. Negative perception, they perceived that vlogging did not impact on their grammar and pronunciation since they have already mastered before starting vlogging. Besides, all participants got advantages

from this vlogging activity, although in the process there were some challenges that must be faced. They experienced that how vlogging helped them to explore the new potentials within themselves such as video editing skills. Many creative and innovative ideas appeared when they were used to edit videos to attract viewers to watch the videos. Then, vlogging also increased their confidences to speak in front of public while at the same time improved the skills in presentations. Moreover, vlogging can expand social networks such as becoming a side job when there is an offer to collaborate. Lastly, sometimes they also gained feedback on what they have posted such as fixing the grammatical error.

B. Recommendations

The researcher would like to suggest several recommendations for non-natives who learn the English language, teachers, and the next researcher.

1. For non-native speakers who want to improve speaking skill, vlogging can be the option for those who struggle with English speaking and want to practice English as much as possible without any limitation on any occasion. It can be a funny way to perform.
2. For English teachers, vlogging can be the way of teaching speaking to students and an assignment in speaking class to overcome the most common problem which is lack of time to practice speaking and assessing students.
3. For next researcher, hopefully this study can be a useful reference to help them who will conduct the same issue. Due to the limitation and

imperfection of this study, the researcher hopes that there will be other research that investigating this topic thoroughly and showing better result.



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Appendix A:

