

**STUDENTS' PERCEPTION ON THE IMPACT OF WATCHING
ENGLISH VIDEO BLOG (VLOG) ON SPEAKING SKILLS**

THESIS

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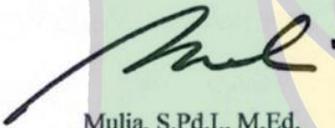
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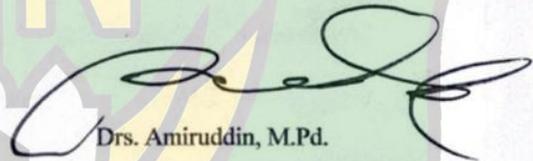
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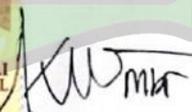
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**Students' Perception on the Impact of Watching English Video Blog (VLOG)
on Speaking Skills**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan


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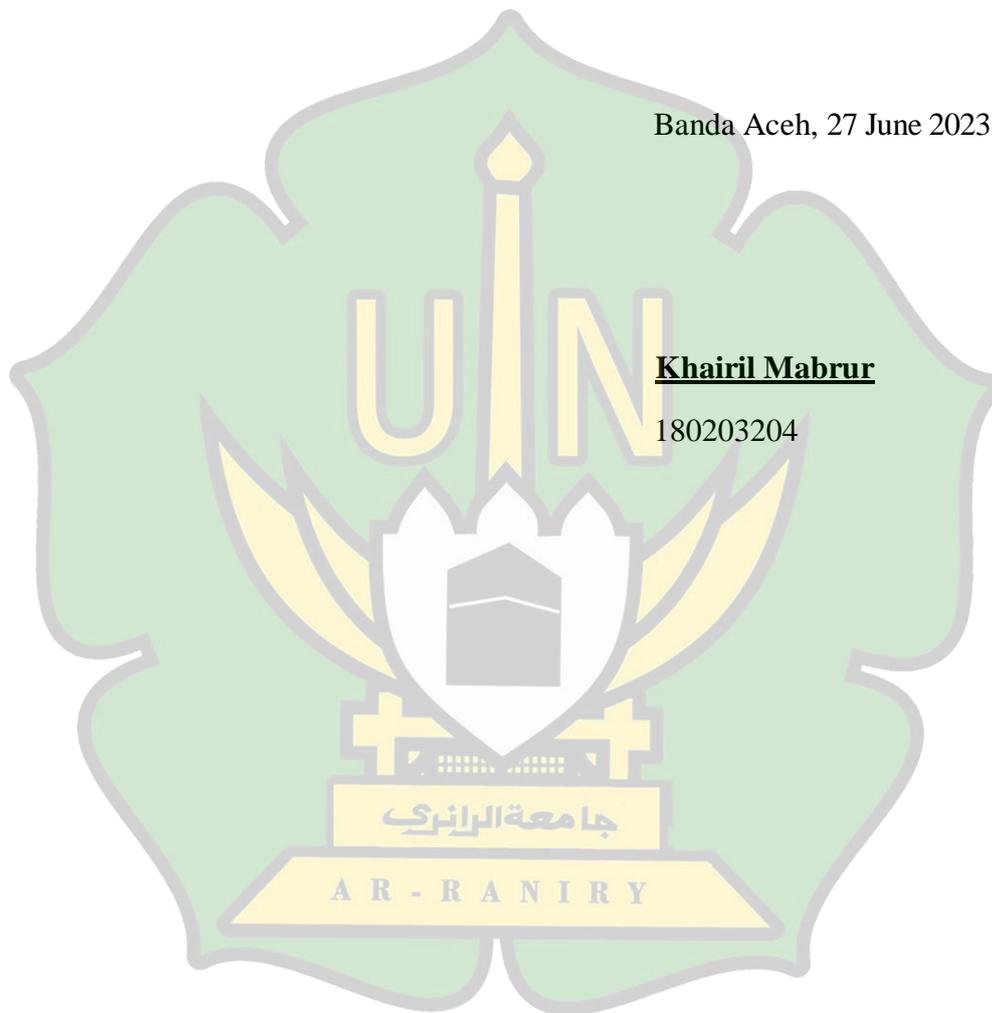
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Finally, the researcher realizes that this thesis is still far from perfect, and need ideas to build and support the improvement. He hopes this thesis will be sustainably beneficial for the further researcher on the same topic, more importantly to make progress to the students improvement in speaking skill.

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ABSTRACT

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The purposes of this research is to investigate students' perceptions on the use of watching English vlog as learning media to improve their speaking skills and to identify aspects of speaking skills perceived by them through watching English vlog. This research used qualitative method together with purposive sampling technique to recruit the participants. The samples were five PBI's students. The results showed that the use of watching vlog as learning media have a positive perceptions, and a preferable learning media to improve speaking skill. Vlog not only effective to improve speaking skill, but also help them to improve confidence by watching vlog. Furthermore, watching vlog also has a positive impact to enrich vocabulary, improve pronunciation, become fluent in speaking. Based on these results, it can be concluded that watching vlog has positively impact on improving students' speaking skills.

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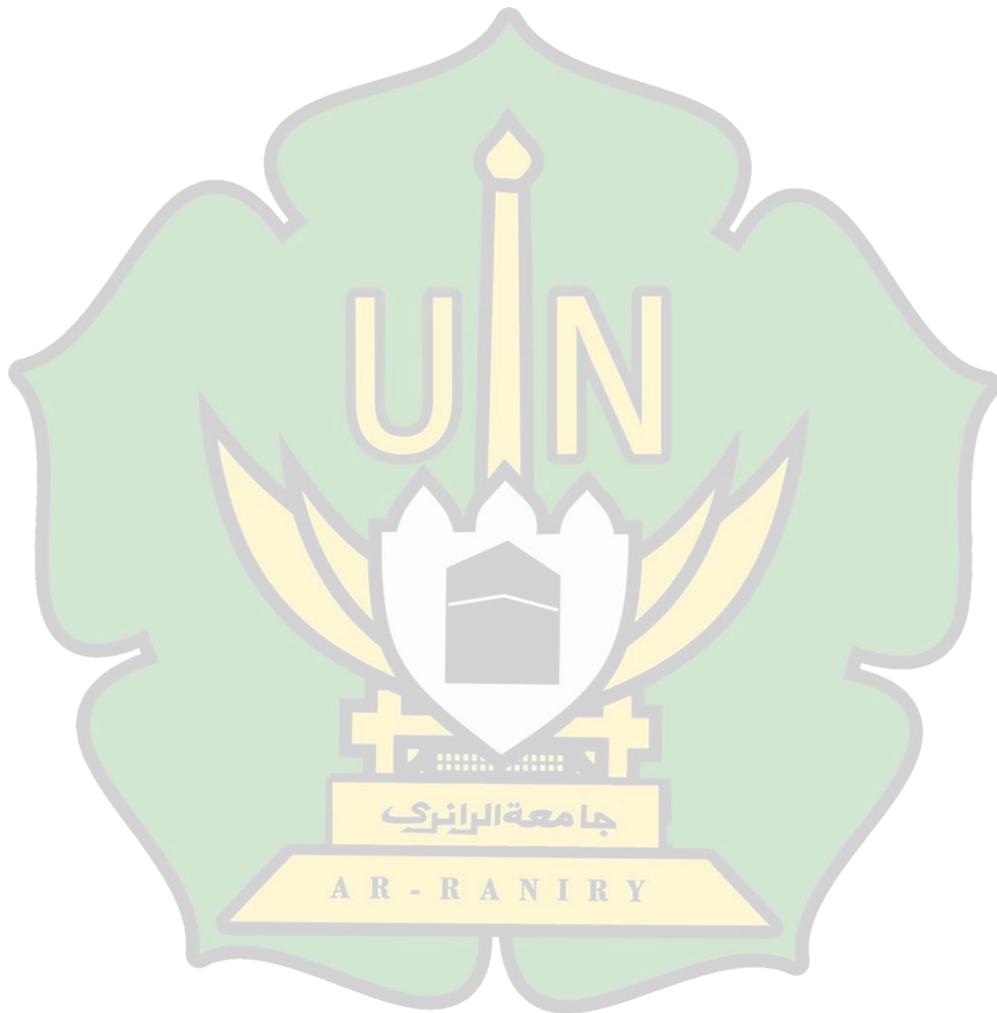
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CHAPTER I

INTRODUCTION

This chapter discusses the concept of the study. It involves the background of the study, research questions, the aims of the study, significance of the study, and research terminologies.

A. Background of the Study

In the current era of globalization, English has become a very important language to learn. Not only is English an international language but it also can be used for various needs, such as business, politics, education, and other fields. As mentioned by Singh (2016), English language, also known as the world language, is used in all spheres of social life, including education, business, technology, politic, fashion, entertainment, arts, etc. Due to its importance, it is taught in most schools all over the world, including Indonesia. Therefore, students need to master the four skills in English; reading, writing, listening, and speaking. Cameron (2001) states that speaking is used to express meaning that make others can understand it. It can be said that speaking is an interactive process when people share information, and express their thoughts in spoken words, therefore speaking is the important skill for communicating in English.

Speaking is a meaningful interaction, forming part of a social activity (Bachman, 2002). This means that speaking is an interactive activity carried out by two or more people to convey certain information, experiences, ideas, consisting of speakers and listeners. Thus, having good speaking skills is very

important. As much as it is important for language learners, this skill is somehow not easy to master. Speaking is not an easy task as it requires mastering many important aspects such as pronunciation, grammar, vocabulary, fluency and comprehension. Therefore, students should have to master all aspects of speaking skills to be able communicate easily and effectively with other people. Now it is very easy to learn speaking, with the help of technology it can be easier to access media to help the process of learning speaking anywhere and anytime.

There are many technology-based strategies that can be used by language learners to learn speaking, one of which is the use of Video Blog or commonly known as Vlog. Vlog is a blog that is displayed in the form of video. Vlog makes it easy for people to convey thoughts, feelings, and also information through a visual platform. Nowadays, Vlog has become one of the most popular medium content used by all generations (Clarkson, 2015). The existence of vlog as one of technology favored by the younger generation is expected to improve the quality of students, especially in terms of their English skills. Moreover, there are so many English-based Vlog on social media which are quite popular for young people such as product reviews and unboxing, jokes and comedy, beauty and fashion, tutorials on how to do certain things, lifestyle, gamers, travel, culture, and also education (Sam, 2019). With the various topics that English vlogs can offer, therefore, it can be an alternative and attractive tool for speaking learning. In addition, vlog is very accessible in which it can be found in many social media platforms such as Youtube, Instagram and TikTok.

There is much previous research working on the function of Vlog for English language learning. One of the research was conducted by Sari (2017), who analysed about watching vlog from Youtube improved students' motivation and confidence in speaking English, and which aspect that affect the most to the improvement of the motivation and confidence. Her study was conducted at LB-LIA Jambi of intermediate 1 level of students. Her research found that using vlog on Youtube can give positive effect toward students' speaking performance. Another study was conducted by Anil (2016) analyzing about how vlog is used in an English teaching classroom to improve students' oral communication. The study was conducted at arts and science colleges in Chennai, a metropolitan city in Tamil Nadu, India. Totally sixty respondents were taken for the study. He found that students have a great interest and enthusiasm while watching vlog. In addition, Izzah (2017) also conducted a study which is concerned with improving students' ability by using vlog in Muhammadiyah University of Gresik Indonesia. Her study's result found that vlog significantly improves students' speaking ability. She also mentioned that vlog can increase students' interest in the learning process because vlog are fun and also easy to access.

The previous studies mentioned above all indicate that vlog can be one of effective tools for studying speaking. However, most of the previous studies are concerned with using vlog as a learning technique; yet, they neglect students' perceptions on the impact of using it for speaking learning. Therefore, this research is interested in investigating student's perceptions on the impact of watching English vlog on their speaking skills. Furthermore, this study also

attempts to find which aspects of speaking skills that are perceived to be improved by watching vlog. The participants of this study were students UIN Ar-Raniry Banda Aceh, especially at English Language Education Department. The reason of choosing students' of this university because the time this research conducted, concerned on the perceived impact of English vlog on students' speaking skills. Thus, this research, is hoped that it can provide the department the insight about Vlog and its impact on students' speaking skills.

B. Research Question

Based on the background of study described above, this study will focus on the following problems:

1. What are students' perceptions on the use of watching English Vlog as learning media to improve their speaking skills?
2. Which aspects of speaking skills are perceived to be improved by watching English vlog?

C. The Aims of the Study

Based on the problems of the study, the purposes of this study are formulated as follow:

1. To investigate student's perceptions on the impact of watching English Vlog on their speaking skills.
2. To identify which aspects of speaking skills are perceived to be improved of watching English Vlog.

D. Significance of the Study

The results of this study are expected to be beneficial theoretically and practically.

1. Theoretical Significance

This study is expected to provide scientific contributions and enrich knowledge as well as add references for further research related to the use of technology as a learning medium, especially whether the use of Vlog has an impact on learning speaking.

2. Practical Significance

a. For English teachers and lecturers, this research can help improve their understanding and skills in teaching speaking using various existing technologies, especially using Vlog.

b. For English Language Education Department, this research can help provide an illustration that in the current era of globalization utilizing technology as a learning medium will be very helpful, where students are more interested in learning using technology. Therefore the department can support and can also provide facilities to help learning using technology, so that it can improve the learning process, especially speaking skills.

c. For researchers, this research is also expected to increase the ability and knowledge of researchers as future teacher candidates in teaching speaking using various existing technological media, especially the use of Vlog.

E. Research Terminologies

This subsection provides definitions of key terms used in this research in order to make it easier for the readers to understand and avoids misunderstandings.

1. Students' Perception

Student's perception is the student's perspective of what happens in the learning process (Sidhu, 2003). Therefore, student's perception is how student's thought to response what they done or what they learned. In this study, students' perceptions refer to describe the way students think especially about the impact of watching Vlog on speaking skills.

Struyven (2005), He stated that student perceptions are all ideas that help identify student ideas, views, and preferences related to educational environments and activities. Thus, the researcher concluded that students' perceptions are the student's thoughts and opinions in understanding something and what the student believes.

2. Speaking

Joyce (1997) defines speaking as an interactive process for constructing meaning, which involves receiving, processing, and producing information.

Speaking is used in many ways and for many reasons. Therefore, it is useful for a variety of purposes and environments.

Speaking is highly complex skill, and a speaker's knowledge and skill have to be activated rapidly in real time (Burns, 2012). Students EFL learner who do not native speaker think that Speaking English is quite challenging for them. In this research, researcher discovered a way to improve speaking skills. Therefore, through this research the researcher will investigate students' perception on the use of watching English vlog as learning media to improve their speaking skill and identify which aspects of speaking skills are perceived to be improved by watching English vlog.

3. Vlog

A vlog is a blog that uses video as the main content because it is linked to video blog posts and is usually accompanied by supporting text, images, and additional meta data and provides context for the video (Nate, 2006). In this study, the vlog that will be used is a vlog that is specifically in English only.

Maulidah (2007) defines vlog as a media platform to express yourself by making a video with pre-planned content and allow everyone to watch, comment and also share the video. She also said that vlog could be an audiovisual life documentary, or as a video collection.

CHAPTER II

LITERATURE REVIEW

This chapter aims to deepen the literature of this study by discussing the theories relevant to it. It is divided into three topics which are speaking skills, video blog and the impact of video blog in English learning.

A. Speaking Skills

1. Definition of Speaking

According to Rosnija (2018), speaking is the process of conveying ideas orally. Therefore, if learners do not learn to speak and even never practice, it will make they lose motivated to learn English or practice speaking. Beside that, according to Zuhriyah (2017), speaking is a way for people to express something and to communicate with others orally. Speaking is the first way to interact with other people in the social community as it is in daily activities Humans cannot be separated from interaction and communication.

Meanwhile, Ahmadi (2017), argue that speaking is not just pronouncing words verbally, but conveying messages through words. By speaking, people can convey information and ideas, express opinions and feelings, share experiences, and communicate with others. Furthermore, Burns (2012) stated that speaking is a highly complex and dynamic skill that requires the simultaneous involvement of multiple cognitive, physical, and sociocultural processes, and that the speaker's knowledge and skills can be rapidly and in real time. Therefore, it

can be stated that in order to speak clearly, mastering the component of the skill is necessary; lacking such skills leads to misunderstanding by listeners. Practicing component of the speaking skill will make better mastery of it. In the context of teaching English as a foreign language, speaking skill is even more difficult to teach because the learners are unfamiliar to the language, yet, when they practice speaking the language, they need to master aspects like vocabulary mastery, knowledge about grammar, correct pronunciation, fluency, accuracy and comprehension.

Based the explanation above, it can be concluded that speaking is considered as a difficult aspect in the teaching and learning english language because speaking must involve several aspects such as grammar, vocabulary, pronunciation, and also involve some components of linguistics. However, speaking is important for language learners, because speaking is a bridge for humans to interact. Through speaking, allows us to verbally communicate, convey thoughts, exchange ideas, and give advice, and many more activities in oral. In short, speaking is a tool of communication and interaction with other people, by speaking people can get or share information, ideas, knowledge and other.

2. Aspects of Speaking

According to Harris (1994), what makes speaking skill difficult is that it requires the systematic use of a variety of abilities. As mentioned in the previous section, language learners are required to master some aspects of speaking in order to help the communication run smoothly. Over many aspects of English proposed by different experts, Harris (1994) argues that the most significant

components of speaking skill are vocabulary, grammar, pronunciation, fluency, accuracy and comprehension.

a. Vocabulary

Vocabulary is a list of all the words in a particular language that a people know or use (Hornby, 1995). If students are rich with vocabulary, it will make it easier for them to carry out conversations. Therefore, vocabulary is one of important part of language learning which can be help student' English speaking ability. They can earn sentences using only words so that it is impossible to speak fluently without having to extensive vocabulary site. In fact, some students only have a limited vocabulary they encounter some difficulties in speaking.

b. Grammar

Grammar is the study of words and how students use them in sentences. Grammar can be described as a set of rules that can be used to make grammatical utterances well-formed in the language (Purpura, 2004). Simply, grammar is the structure of how a speaker can convey the message that is in their minds through the specific structure of the language being used.

c. Pronunciation

Fraser (2001), state that pronunciation is one of the important aspects of being a good English speaker. students must be able to master aspects of pronunciation such as rhythm, phrasing, intonation and articulation,

especially gestures, eye contact and body language, it will make students will have good pronunciation.

d. Fluency

According to Hedge (2000), fluency is the ability to connect words and phrases, articulate sounds, and employing stress and intonation. Therefore, the speaker needs to know where to pause and stop talking in the right places. It can be said to speak fluently if a speaker does not produce word for word at a time in speaking. Therefore, a good speaker is required to be able to produce words in his speech into groups of words that form meaningful units (phrases or clauses).

e. Accuracy

Noonan (2003), states that accuracy happens when students speech matches what people are actually saying when they use the target language. In particular, accuracy relates to the grammatical structure which includes several aspects such part of speech, tenses, phrases, sentences, etc. Thus to achieve the level of accuracy students are required to use the correct grammatical structure in their speech.

f. Comprehension

Comprehension is a way of understanding something, comprehension is also important component in speaking because it is important to make the listener understand the conversation. Comprehension denotes the fact that members know the nature of the research assignments, even when the process is complicated and involves risks (Cohen, 2005). Therefore as a

result, in understanding additional information, it aims to make its listeners easy receive some information from the speaker.

The elaboration above indicates that the ability to speak cannot be separated from those six components. By mastering the six aspects, speakers can deliver their messages easily to their listeners. In teaching context, thus, students need to be completely aware of those components in order to achieve the ability of a good English speaker.

3. Difficulties in speaking english

In learning a foreign language, EFL students tend to face some difficulties, especially in improving their speaking skills. In this case, Heriansyah (2012) states that students have two types of difficulty in speaking namely linguistic problems and non-linguistic problems.

1. Linguistic Problems

According to Fitriani (2015), linguistic science is the study of linguistic science such as the study of grammar, words, and phonology. Linguistic problems are problems that make students speaking ability become poor. There are three linguistic problems that speakers often face: lack of vocabulary, lack of grammar knowledge, and poor pronunciation (Heriansyah, 2012). The detailed explanation is as below.

a. Lack of vocabulary

According to Noprival (2016), to communicate requires multiple vocabularies as vehicles to convey messages to recipients. Therefore, in speaking, vocabulary is the main key to engaging in conversation. It means that by lacking of vocabulary, students do not know what to say and it makes the conversation going bad. Students will only spend their time thinking about the words to say.

b. Lack of grammar

Vocabulary and grammar is the important aspect in the English language (Heriansyah, 2012). Therefore, when teaching grammar, teachers should provide appropriate input to students so that they can understand and practice the language. By having a good grammar competence, one can perform a good ability of speaking. However, Noprival (2016) also argues that the grammar seems to make participants too cautious before speaking, it can be see that mostly students are embarrassed when they say the wrong thing. In other words, too much focus on using appropriate grammar in speaking makes students inactive to speak in English and it will make students can not explore their abilities.

c. Lack of Pronunciation

Yates and Zelinski (2014) state that pronunciation refers to how to produce the sound that will be used to make meaning when speak. Pronunciation is one of the challenging aspects of the

language when learning English. Some English vocabulary has different spellings and pronunciations, which can confuse students and make it difficult to practice the language. Therefore the correct pronunciation can help learners to produce the language more accurately, so that others can understand the language.

2. Non-linguistic problems

Non-linguistic problems in Speaking English are the problems that come from the students themselves. Heriansyah (2012) found that there are several problems related to non-linguistics: lack of confidence, lack of speaking practice in class, fear of making mistakes, and fear of being mocked by friends.

a. Lack of confidence to speak.

One of the reason why students are afraid to speak English is because they lack confidence in speaking. Students with this problem will afraid to receive negative responses from their classmates. Thus, it will make them afraid to communicate or practice speaking in English.

b. Lack of speaking practice in class

In the classroom, when students often practice to speak English it will make them dominate the conversation than students who are lazy to practice. So then, students with a lower speaking

ability will not be used to speaking in class and look more passive.

c. Fear of making mistakes

One of the biggest problem faced by students who are not native speakers is they are more likely to be accustomed to being afraid of making mistakes when speaking English and it keeps them stuck with their abilities.

d. Fear of being mocked

Mostly students are afraid to speak English because they are afraid of making mistakes in pronunciation and wrong in grammar, and it that common when speaking. They think that if they make a mistake, they will receive a bad reaction even being mocked.

Based on these difficulties in speaking English, the researcher can conclude that there are two types of problems students face when speaking English. The first is a linguistic problem and the second is a non-linguistic problem. However, those are not the only problems faced by students in speaking English, there are also several factors that cause students' difficulties in learning speaking. According to Raba'ah (2005), there are many reasons for difficulty speaking English. Some of these factors are related to the students themselves, teaching methods, syllabus, and the environment. The researcher then classify the problem into two factors: internal and external. Internal factors that cause difficulty in speaking English are, fear of mistakes, shame, anxiety, lack of confidence, lack of motivation and lack of knowledge. Therefore, internal factors are factors that

come from the student themselves. External factors come from the student's own environment. External factors that cause student difficulties in speaking English are, teaching learning process, teacher feedback and classroom environment. It can be concluded that factor difficulty speaking is also related to the teaching methods at school or the environment they live in.

B. Video Blog (Vlog)

1. Definitions of Vlog

According to Kirschner (2012), vlog is one of the innovations of technology where the primary medium is video. Therefore, vlog offer more exciting features such as sounds, images, movies, and texts. All of these features are in one in a vlog. Another definition by Maulidah (2017) states that vlog is a video component that provides a series of online broadcasts in which anyone can create and publish the content they made. Simply, vlog is a collection of video that serves both as an audiovisual record of life, documentary and as a means of communication. Thus, video blog is a combination of a web blog and a visual video.

Rakhmanina (2017) Mention that since vlog mix music, photos, videos and texts, in one. Thus, it can be provide a deeper web experience so that it can increasing the amount of information and perhaps emotions communicate with visitors. Meanwhile, vlogs are shared on media that supports video formats, such as YouTube, Tik Tok, Instagram, and others (Fiddan & Debbag, 2018). Furthermore, the popularity of Vlog is realized by many people, while some of them use it for something profitable like product promotions, tutorials, and also

involve it in the language learning process (Yaman, 2015). Therefore, vlog offer features that assist students in acquiring language outside the classroom, especially in speaking skills and strengthen their confidence when speaking (Hung, 2011).

Vlog is actually a new innovation from blog, a platform for sharing written information on web. As the technology grows, blog was then developed to vlog by utilizing audio and video, which makes it verbal. Thus, basically, the goal of vlog and blog are similar; the difference is only in the media that they use. Vlogs are one of the newest media innovations that open new ways of communication through media created by the public (Baran, 2007). This allows speakers and vloggers to provide subtitles and context for their videos. Biel (2010), argue that vlog is a collections of the videos that serves as an archive of audiovisual life and a communication tool on the Internet. It involves the process of sharing information, experiences, or advice that is orally or verbally conveyed (Davis, 2014). A Vlog is a video diary that records topics such as daily life, hobbies, and travel. Thus, to make a vlog the first thing to do is create a good plans, because the outcome is determined by the strategy.

In the realm of language learning, Maulidah (2017) stated that vlog greatly improves students' speaking ability. This can increase student motivation by making learning fun and accessible. In addition, it encourages students to show themselves well when speaking. They will be able to interact naturally with people also they will get a lot of experience how to speak well. Additionally, students have the opportunity to develop their ability to learn independently.

Through vlogs, students can use the media to learn speaking. Vlog are useful because can provide information directly from native speakers. In addition, vlog are more interactive, descriptive, and visual, making learning fun for students through vlog. Therefore, vlog have many benefits that help students improve their speaking skills. Vlog has many types such as entertainment videos, daily activities, traveling, news, and education. In this study, the researcher focuses on how the impact of watching Vlog in improving speaking skills is, and which aspects of speaking skills are perceived to be improved by watching English Vlog.

2. Types of Vlog

There are a lot of varieties in video blogging; those are personal, collaborative, humour, fashion & beauty, gaming, travel, news & commentary, and education & science.

a. Personal Vlog

One of vlog features is personal as known as Solo Vlog, which focuses on people expressing their ideas in front of camera. Nowadays, so many solo vloggers around the world, it can be seen that a lot of solo vlogger content can be found on various social media platforms. The point of solo vlog is to make a vlogger the main character in a vlog or the main object. Usually in a solo vlog contains their daily life or the activities they did that day.

b. Collaborative Vlog

Inviting some participants to the video means collaborative vlog. Vlogger typically talk about a particular agreed topic. Basically, the vlogger invites participants related to the topic being discussed. There are many well-known famous vlogger who invite other vlogger to collaborate to make a video and with the aim to reach a larger audience.

c. Humour Vlog

Vlogs also have a type of humor, these vlogs usually contain funny content made by comedians who aim to entertain the audience watching the content. YouTube is one of the great social media platforms for comedians, and some use vlog like stand-up comedy performances. The content of humor vlog is also very diverse.

d. Fashion and Beauty Vlog

In this type of vlog, vloggers usually create content about fashion, such as giving options on how to look attractive or giving tips and tricks on how to dress in good fashion. and also contains content about beauty where vloggers usually provide make-up tutorials etc.

e. Gaming Vlog

This type of vlog is definitely very familiar, especially for gamers. Vlogger usually comments on the game and adjust the footage to show up their reaction to the game. Game videos have appeared since the game hit this modern big screen.

f. Travel Vlog

Everyone is certainly familiar with this type of vlog, because travel vlogs are found on various social media platforms such as YouTube, Tiktok, and Instagram. Travel vlog itself is content where someone makes travel recordings during their vacation trip. Vloggers usually create interesting content such as showing the areas they visit and also make content as attractive as possible so that it attracts the audience. Also, modern explorers do not need to travel with a lot of equipment or a crew to create a vlog, usually they only need a cellphone camera to be able to make a travel vlog.

g. News and Commentary Vlog

These type vloggers talk about viral phenomenon, art and culture. Their content can be broader, including shows and entertainment magazines, technology reviews, movie reviews, new release charts, and more. Vloggers can create content about they consider important and share to media platform, such us Youtube, etc. With this vlog they are free to express the opinions that are in their minds as long as it's a positive thing.

h. Education and Science Vlog

Schools, charities, and educational institutions struggle to reach young internet users, but not vloggers, they are leading the educational revolution by making vlogs accessible and make vlog with useful content in the world of education. Vlogger accomplishes this by turning it into easy-to-follow video tutorials, exciting discussions, making video films

an impressive phenomenon, or just show enthusiasm. In education, vlog can be used as a tool for successful classroom learning.

C. The impact of vlog in English learning.

As previously mentioned, vlog is a media which usually people use to upload video and it is accessible for public to view (Hung, 2011). It is one of useful applications which can be used by students as media to learn English, including speaking. Nowadays, in the current global era, all students are proficient in using electronic media. Thus, the use of watching vlog as a learning media is one way to attract students` interest in learning. Vlog is a video learning media with the characteristics of media with video and audio. Fitriyani (2017), mentioned that the effectiveness of learning media is learning media that can include visual and auditory recordings, one of which is video-based learning media. By using vlog as a learning medium, teachers can encourage students to look directly through a picture of real-life events, stimulating students' critical thinking skills to interpret the values being conveyed.

In learning process, using vlog to improve speaking skills has some advantages and disadvantages. According to Rakhmina (2017), the use of vlog as a learning media for speaking benefits students in a way that it can help students improve their English speaking skill, increase students interest in learning process, do better on storytelling and express ideas. Furthermore, students can also be involved in vlog as project assignment and they also can use it everywhere and anytime since it is very accessible (Rakhmanina, 2017). This vlog project

assignment fosters their personal communication skill on foreign language. Beside the advantages, Rakhmanina (2017) also argues some disadvantages of using vlog as learning media. She specifies that some videos on the vlog can be inappropriate for students, teacher and parents cannot control students all the time, and also because so many contents video on the vlog, it can easily distract the students and get them off the topic. Furthermore, students also find it difficult to express their ideas, thoughts and feelings. They tend to be passive and usually only get knowledge from their teachers. They lack the awareness, courage and laziness to engage in learning activities (Rahmanina, 2017).

Beside Rakhmanina (2017), there are a number of researchers who were also concerned with this topic. In their study, Rahayu & Nurviyani (2018) found that vlogs can help learning speak and develop their speaking skills. The students also have high motivation to learn to speak through vlogs. Vlog are useful for teaching speaking skills and narrative text. Vlog make speaking learning more flexible. But for students to learn how to speak through vlog, they need to be proper about facilities. Students respond positively to the idea that learning to speak through vlog entertaining, interesting, and inspiring students to develop their speaking skills ability. According to the results, vlogs can only be used to teach speaking at middle and high school, such as junior high school, high school or vocational school schools, and universities.

Also, Wulandari (2019) her study is about the uses of Instagram vlogs to improve speaking skills of EFL learners. Twenty eight students majoring in English education at Sanata Dharna University currently doing a class 1 talk

argues that instagram vlog integration being a basic level speaking courses improve students' pronunciation, fluency, vocabulary, syntax and general use of the target language to increase motivation and confidence.

Lastly, there was also a study by Safitri & Khoiriyah (2017) entitled: "Students Perceptions of Using English Vlogs (Video Blogs) to be Improved Speaking Skills". The participants of this study were 5 students Department of English Education, Faculty Psychology and Socio-Cultural Science, Indonesian Islamic University which studying Listening and Speaking subjects by using purposeful sampling. Used qualitative research. To achieve research objectives, the author using three types of data collection; student interviews, observations, and document. Her study shows that students perceptions on the use of English vlog to enhance speaking skill are good through various strategies. Furthermore, students get a positive impact from vlog as a medium for learning English.

The results of the studies above indicate that the use of vlog as a medium to help students improve speaking skills have a positive impact because it is use has many advantages compared to disadvantages, such as for existing challenges, can be anticipated and resolved by each student. In addition, vlog can enrich students with various kinds knowledge of vocabulary, grammar, pronunciation, accent, and cultural knowledge. The researcher prove that the students' perceptions the use of vlog to improve speaking ability is temporarily positive.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method that have been used in this study. It covers the discussions about research design, research participants, research instrument, and data analysis procedure.

A. Research Design

This research used qualitative method as its research methodology. Qualitative research is a research method that usually emphasizes words rather than quantification in the collection and analysis of data (Bryman, 2008). Furthermore, based on Bogdan (1982), qualitative research is descriptive in which the data is collected in the form of words or pictures rather than numbers. Regarding this study, this research applied qualitative method since it is concerned with investigating the student' perceptions on the impact of watching Vlog on their speaking skills. Furthermore, Creswell and Clark (2007) also state that qualitative research methods function to "build on the data obtained and seek to explore participants' views in more depth". Thus, interview as one of the instruments of qualitative method, was used in this study for collecting data in order to explore participants' perception. This study focused on investigating the students' perception on the impact of watching English Video Blog (Vlog) on their speaking skills and which aspects of speaking skills are perceived to be improved by watching English Video Blog (Vlog) on their speaking. The interview held in order to gain the information from participants with the aim to complete the research.

B. Research Participants

According to Polit (1999), the population consists of the entire group of people of interest to the researcher, and research results can be generalized. Creswell (2012) also stated that population is a group of individuals who have the same characteristics. The population of this study was students majoring in English Language Department at Ar-raniry State Islamic University, batch of 2021. Furthermore, as for the sample of this study, purposive sampling was used in selecting the participants. According to David (2019), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose (Arikunto, 2010). The criteria of choosing the participants as the sample are:

1. The participants are students from year 2021.
2. The participants regularly watch Vlog every week.

C. Research Instrument

According to Cohen (2000), interview is conversation between two person initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation. It involves the gathering of data through direct verbal interaction between individuals. Based on Esterberg (2011), there are three kinds of interview which are unstructured interview, structured interview and semi structured interview. This study used semi-structured interview. Magaldi (2020) define semi-structured interviews as exploratory

interviews. They further explain that semi-structured interviews are generally guide-based and focus on key topics that provide common patterns. Therefore, during the interview process, researchers can add or delete previously designed questions at any time.

The interview was done face to face and the the data were recorded by using a smartphone. The researcher and participants spoke directly in English during interview and the transcription of the record drafted as the document of analysis. Several first questions of the interview focused on student's perceptions on the impact of watching English Vlog on their speaking skills; meanwhile, the last few questions concerned with which aspects of speaking skills are perceived to be improved by watching English Vlog.

D. Data Analysis Procedure

After collecting the data, the data then were analysed in order to gain the findings for the research questions of this study. Data analysis is a systematic process to analyze data which have been collected. According to Sugiyono (2008), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and verification / conclusion drawing (Sugiyono, 2008). Thus, those steps of data analysis proposed by Sugiyono (2008) were used in analyzing the data of this study.

1. Data Reduction

Data reduction is the first step that was done in the data analysis of this study. Reduction refers to the data resume, selecting the main points, focusing on the important things, looking for a theme. Therefore, the reduced data provided a clearer picture and make it easier for researchers to collect further data. In this process, the data obtained from the interview were selected according to the theme of the questions that have been previously set, and data that did not match the theme reduced, then from the results of selecting the data, the data were divided into important points and converted into good language.

2. Data Display

After the data were reduced, the next step was to display the data. Data display means the process of processing data simply in the form of sentences, narratives, or tables. From the data display, the researcher can get conclusions to answer all research questions in this study. This is useful to help the researcher in understanding the data. This makes it easier for readers to understand the information contained in the data.

3. Verification or Conclusion drawing

The last step, after displaying the data, is verification or conclusion drawing. Verification refers to the process which enables the researcher to answer this study's research questions and objectives. In this process, the researcher attempted to draw conclusions from the reduced and displayed data derived from the previous steps, by theming them in accordance with the research questions of

this study; therefore, the conclusions cover the impact of watching English vlog on students' speaking skills and which aspects of speaking skills are perceived to be improved.

Having done all the steps mentioned above, thus, the findings of this study were concluded and are presented in the next chapter.



CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on elaborating the finding and discussion that has been collected from interview to answer the addressed research questions that have been mentioned in chapter 1.

A. Research Findings

The aim of this research is to investigate students perception on the use of watching vlog as learning media to improve their speaking skills. Moreover, this study also attempts to identify the perceived impact of watching vlog on improving certain aspects of speaking skills. To find the answers, the researcher conducted face-to-face interview where the first two questions were warming-up questions whereas the rest of the questions were divided into two topics; the first focuses on the first research question and the second topic was for the second research question. Accordingly, the findings are separately elaborated below based on the research questions.

To simplify the elaboration, participants' responses towards the first two questions of the interview were eliminated since they were not relevant with the research questions; the two questions were purposed to ensure that the interviewees fit the criteria of this study. Furthermore, every participant is codified based on their initial names.

1. Students' perception on the use of watching vlog as learning media to improve speaking skills

In this section, the researcher focuses on the first research question which is to find out students' perception on the use of watching vlog as learning media to improve speaking skills. The findings for this research question topic were derived from the answers of interview questions number 3 to 6. From the participants' responses, it was found that they have different perceptions. The elaboration of the findings is provided below.

a. Vlog is a preferable learning media to improve speaking skill.

The beginning of the interview was asking the participants to give their perceptions about whether watching English vlog is preferable to improve their speaking skills. Most of them think that vlogs are good for helping improve speaking skills. As argued by KW:

“Yes, it could be. Cause when we watch an English vlog it can be enhance our vocabulary and we will know the correct pronunciation of the word that used in the vlog.”

Also, NS gave her statement:

“Yes, when i watching the vlog it is very help me to improve my speaking skill, because vlog very impactful for my pronunciation.”

Based on the interview, four out of five participants suggested that vlog is a preferable learning medium to improve speaking skill. They gave the same reasons that using vlogs can increase their vocabulary and improve their pronunciation. However, a participant, NI, stated an opposite statement which is:

“In my opinion, watching vlog cannot improve speaking skill one hundred percent, because I think that to fluent in speaking skills we had to practice talking to people directly and with vlog could not practice speaking directly, but from vlog I get a lot vocabulary.”

From her answer above, even though she thinks that vlog cannot one hundred percent help improve speaking skill, however, she still believes that it is positively impactful on her English, namely increasing her vocabulary.

b. Vlog is effective to improve speaking skills

All participants in this study believed that vlog was effective for improving speaking skills. Three out of five participants argued that they can increase their vocabulary and help their pronunciation through vlog.

KW said that:

“In my opinion, vlog is very effective to improve my speaking skills. It is not just about the vocabulary enhance but it can be improve my pronunciation.”

Also, NI gave her statement:

“When I watch vlog i feel like vlog is very usefull and effective for me because from vlog I get more vocabulary and that is make my speaking skill getting better.”

RR added:

“I think this is quite effective, because by watching vlog I get a lot, such as my vocabulary increases, and my pronunciation also improves.”

It can be concluded from the answers above that 3 participants mentioned that vlog are effective because they can increase their vocabulary and help their pronunciation. Besides, two participants also thought that vlog were effective but for different reasons. HL stated:

“For me vlog is verry effective to improve the speaking skill. Because vlog are easy to access anywhere and i am the type of person who likes to learn through visual media, as we know that vlog present a lot of interesting content so that it can help increase our interest in learning.”

Also, NS gave her statement:

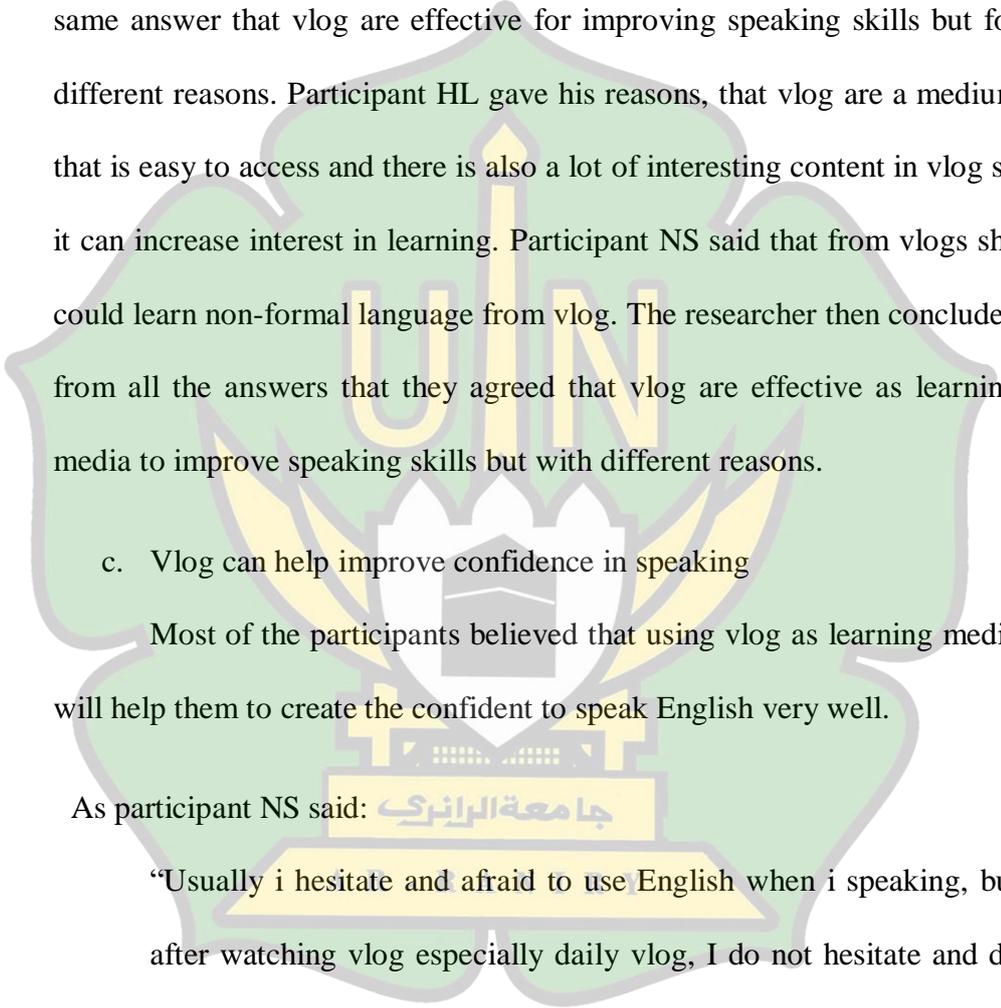
“In my opinion vlog is very effective to improve the speaking skills. Besides songs that can improve our English, vlogs also can help to improve speaking skill because we can learn from the non-

formal language used in vlogs, as we know that vlog usually use non-formal language which will automatically be easy to use in our life. I think For me vlog very effective to improve my speaking skill.”

From the answers above, it can be concluded that they have the same answer that vlog are effective for improving speaking skills but for different reasons. Participant HL gave his reasons, that vlog are a medium that is easy to access and there is also a lot of interesting content in vlog so it can increase interest in learning. Participant NS said that from vlogs she could learn non-formal language from vlog. The researcher then concluded from all the answers that they agreed that vlog are effective as learning media to improve speaking skills but with different reasons.

c. Vlog can help improve confidence in speaking

Most of the participants believed that using vlog as learning media will help them to create the confident to speak English very well.

As participant NS said: جامعة الرانيري

“Usually i hesitate and afraid to use English when i speaking, but after watching vlog especially daily vlog, I do not hesitate and do not afraid anymore, even I'm confident now. Slowly my speaking is starting to get better after watching the vlog.”

NI added:

“I think my speaking getting better after I watch vlog. From the vlog i get more confidence when i speak with the people.”

From the answer above, all participants gave positive answers that vlog had a good impact on their speaking skills. 3 out of 5 participants mentioned that they were more confident after using vlog. On the other hand 1 participant had a slightly different impact.

RR said that:

“To be honest, my confidence in speaking has improved even a little, because i think that to improve speaking skills there must be a two-way interaction practice, and it is not enough just to be a listener.”

It is undeniable that English vlog have many positive effects on the development of their speaking skills. As alluded to by the participants in their interviews, before using vlog, they only learned English in theory, but after using vlog their speaking skills slowly got better. Moreover they feel a change after using vlog compared to before they used vlog. For example, they become more fluent, confident, get lots of new vocabulary, their articulation and pronunciation also getting better. Besides RR he mentioned that his confidence has improved a little because he believes to

be able to increase more confidence in speaking there must be a two-way interaction practice.

d. Watching vlog to learn English is challenging

Based on their answers, all the participants mentioned that they experienced challenges when watching vlog. These challenges arise as a result of some factors, including factors that generate with the content creator itself and from themselves. Two of the participants complained that they encountered problems regarding the subtitles when watching vlog. They wished that the vlogger provide subtitles on their videos so that it can help non-native speakers understand what they say better. As KW stated:

“For some english vlog, they don’t provide subtitles. So it made it a little hard for me to understand what they was saying.”

Also, NS gave her statement:

“For me the challenges i face when i watching vlog is to hard to understand what they are saying if we do not quickly catch what they are saying, because sometimes vlog do not have subtitles.”

This challenge seems to come from the content creators themselves. The content creator may speak very fast or they may not be native speakers so that their English language is not at a great level too. Providing subtitles on their videos can be very helpful for language learners. Furthermore, another participant gave a different answer, in

which she said that distraction can hinder her from learning English using vlog.

NS said:

”Sometimes when I watching vlog there are a lot of distractions like a notification from other application come in so it will make me leave the vlog and i open another application, that is the challenge i face.”

Her answer indicates that the challenge her faces comes from within herself in which she often gets distracted by incoming notifications from other applications on her phones; causing her to leave the vlog and enjoy the other application. Lastly, two other participants mentioned that they face challenges regarding on vocabulary knowledge.

As NI said:

“When there are some new words that I hear and I have to stop watching, and then I must find the meaning of the words, and it really bothers me.”

Then, RR added:

“One of the challenges i face is that there is an unfamiliar vocabulary, and this is difficult to understand because sometimes a vlog contains a context that is very different from where i live.”

The two participants agreed that problems in vocabulary can hinder them from enjoying the vlog they are watching, causing them having some pauses while watching the vlog in order to find the meaning of the vocabulary. This situation, in turn, can affect the smoothness of the learning process and also discourage them from continuing watching the English vlog.

2. Aspects of speaking skills perceived to be improved by watching vlog.

In this section, the researcher focuses on the second research question which is to find out aspects of speaking skills that the participants perceived to be improved by watching English vlog. To find out the results, the researcher then made several questions according to the research questions. The findings on the topic of this research question were obtained from the answers to interview questions number 7 to 11. From the participants' responses it was found that they had different responses regarding the aspects they felt, here are the findings.

a. Enrich Vocabulary

Four of the participant who participated in this research believe that watching vlog helped them to enrich their vocabularies.

As argued by KW:

“It got a lot of new vocabulary since I love to watch English vlog in Instagram, Tiktok & YouTube.”

NS added:

“I get so much, usually I make small notes of unfamiliar words that I get when using vlog.”

Also, HL added:

“After watch a vlog i get a lot of new vocabulary. I can even say that from vlog my vocabulary has increased a lot.”

Most of the participants said that vlogs contributed to expanding their vocabulary because one of them mentioned that while watching vlog she made small notes about the new vocabulary she heard, most of them also said that from the vlog they got a lot of new vocabulary. Meanwhile, participant NI argued that:

“Not too much but I got new words from the vlog.”

From the answers above, we can see that even though vlog do not increase her vocabulary much. However, she still have a positive impact, that she gain new vocabulary from vlog. Moreover, the researcher can conclude that vlog a good media for increasing vocabulary.

b. Impact on pronunciation

In this question, the researcher wants to know how far their pronunciation has progressed after using vlogs to improve their speaking skills. Moreover, from all the participants' answers they agreed that vlog had a positive impact on their pronunciation.

KW said that:

“I’m very confident about my pronunciation now, even though sometimes I did a mistake.”

NS added:

“I really use vlogs to help my pronunciation and it works for me.”

Also, HL added:

“I think after I using vlog , my pronunciation is also getting better, because usually I repeat difficult pronunciation parts from vlogs until I know how to pronounce them.”

All participants had the same answer, they mentioned that they were confident that their pronunciation getting better after watch vlog, but participant NI, mentioned that:

“I think my pronunciation now not very good but not too bad either.”

Participant NI added that her pronunciation had also improved, but she mentioned that her pronunciation not very good but not too bad either. It can be concluded from all the participants’ answers above that vlog can help improve their pronunciation skills.

c. Helping to build fluency and accuracy

After knowing how vlog can increase their self-confidence, enrich their vocabulary, improve pronunciation, and are more or less able to use

grammar correctly, which is no less important, then the researcher wants to know how fluency and accuracy they have after watching the vlog. From the interviews, all participants had different answers.

As participant KW said:

“For my fluency and accuracy I think more or less is good, because for me vlog is very useful and helpful when we want to make it better.”

Also HL, gave his statement:

“I think my fluency and my accuracy a little bit getting better when I speak.”

Two out of five participants answered that vlog had a good impact, even though they mentioned that they were getting better or less, but vlog can still help increase their fluency and accuracy. Meanwhile, participant NS argues that:

“For fluency, vlog help if we use them often, when we do not have someone to talk to help our speaking then it does not affect our fluency. And for accuracy cannot be obtained instantly from vlog, it is better to study it with the available material to understand how to use it properly. So in my opinion my fluency after using vlog is just a little improved from vlog, but the accuracy is not.”

Participant NS added that the impact she felt was different from the previous participant where she said that her fluency had also improved slightly but not with accuracy. Because she thinks that if you want to improve your fluency, you have to practice talking to other people a lot and also if you want to improve your accuracy, you should learn from existing material. Meanwhile the other two participants also have different answer. NI stated:

“For me my fluency and accuracy do not impact because i realize that if I don’t practice it often, these aspects won’t be able to improve.”

Also RR, gave his statement:

“I have no idea about it, because I don’t really focus on this aspect when I use vlogs as a medium to help me improve my speaking skills.”

These two participants agreed that vlog did not have a positive impact on their fluency and accuracy for different reasons, participant NI mentioned that this aspect would not improve if did not practice it often and if from a vlog it’s not enough, also participant RR mentioned that he was not too focused on this aspect.

Therefore the researcher draws the conclusion that vlog cannot really improve these two aspects of speaking if you don’t use them often. Thus to get fluency and get good accuracy must to practice a lot.

d. Enhancing communication comprehension

In this question, the researcher wants to know whether their comprehension improves after using vlog.

NS said that:

“Because I have learned some vocabulary from vlog, so it is not difficult for me to understand the content of vlog, but sometimes when I do not get it what they say, I will use subtitles. So my comprehension a little bit getting better because of vlog.”

NI added:

I think because of vlog my comprehension is also good, because if I do not turn on the subtitle I a little bit understand what the contents of the vlog mean.

Also HL, gave his statement:

I think after I used vlog my comprehension started to get better, because before I did not use subtitles in the vlog I still confused and did not understand what the vlog meant but after I often watched vlog and I turning off subtitles I started to catch and understand what they say in the vlog.

From the answers above the researcher can conclude that all of them say that vlog can have a good impact on this aspect, which is comprehension. Four out of five participants say that the subtitles make their comprehension getting better.

B. Discussion

This study focuses on exploring students' perceptions on the impact of watching vlog on their speaking skills. The participants of this study were investigated through an interview. Based on the finding of the interview, there were many opinions and varied perceptions from students. In regard to this, the researcher elaborated several important points. The first research question focuses on students' perception on the use of watching vlog as learning media to improve speaking skills. There are four students' perceptions in using vlog; vlog is a preferable learning media to improve speaking skill, vlog is effective to improve speaking skill, vlog can help improve confidence in speaking, and the use of watching vlog is challenging. The second part being discussed is about aspects of speaking skills perceived to be improved by watching vlog. There are four aspects their perceived to be improved in using vlog; enrich vocabulary, improve pronunciation, improve speaking fluency, and help communication comprehension.

Based on the findings and discussion, it can be concluded that the use of vlog has an impact on improving speaking skills. It can be seen that the students' speaking skills are getting better after using vlog. The students were able to improve several aspects of speaking skills such as pronunciation, vocabulary, fluency and accuracy, and comprehension. Although some aspects did not have much impact on some participants, but vlog still had a positive impact. In addition, students become more confident, enjoy, happy, and also comfortable

learning English through vlog. Thus, vlog are preferable learning media because vlog have a lot of interesting content and also vlog are an easy learning media to access. Although, there are some challenges they experience when using vlog such as difficulty understanding the contents of vlog because sometimes the content creator do not provide subtitles, and also challenges from themselves such as they can get distracted from other applications. Moreover, vlog have many positive impacts on students' speaking skills.

These research are in line with another researcher, Kusumaningrum (2017), she found that vlog as a learning medium could be an attempt to improve students' speaking skills. Vlog also help students' pronunciation and enrich vocabulary. Based on the content, students can choose the content according to their interests. Therefore, students will become familiar with the activity. Vlog may also be a way for students to practice speaking. Students can record their conversations and see how well they have mastered English. Another study conducted by Maulidah (2017), she found that vlog significantly improved students' speaking skills. This can increase student motivation by providing a fun and accessible learning process. Furthermore, vlog is one of the sophisticated innovations and medium used to improve the teaching and learning process, especially the speaking ability of students. And the last research by Dinar (2022), found that vlog can improved their motivation, confidence and creativity. Based on the findings, this research show that using a fun learning method through vlog for speaking English is a practical learning innovation. Students believe that this learning media is something new and also

fun. They were often bored with conventional methods and media where teachers and students interacted only on specific topics. Moreover, based on the study above, the researcher found that watching vlog as learning media have a good impact on improving students' speaking skills. This statement is supported by the research findings described in this study.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this research, based on the findings and discussions of the previous chapter. Conclusions were drawn according to the findings to answer the research questions. Meanwhile, the recommendations will serve as an insight for teachers, students, lecturers, readers, and also for future researchers.

A. Conclusions

Based on themes in the qualitative data generated from in-depth individual interviews, students' perceptions on the impact of English vlog on their speaking skills are revealed. Accordingly, based on the participants' responses from the interview, there were found four perceptions about the impact of English vlog on students' speaking skills. To be specific, they perceived that vlog is a preferable learning media to improve speaking skill, effective to improve speaking skill, helpful to improve confidence in speaking, and challenging in helping them to learn English. As for the last perception, which is challenging, they mentioned that the challenge comes in form of distractions and vocabulary problems. From the findings, it can be concluded that watching vlog are perceived positively in improving students' speaking skills.

Moreover, regarding the second research questions, some aspects of speaking are perceived to be improved by watching vlog. They proposed that it can enrich vocabulary, improve pronunciation, improve speaking fluency, and help communication comprehension. They also feel that vlog allows them to learn

English not only theoretically, but also practically and improves their speaking skills and increases their self-confidence. Besides, the participants perceived that vlog did not impact on their grammar and also did not have a very good impact on their accuracy, because they think learning this aspect with vlog is ineffective. Also, there were some challenges they faced when using vlog, such as like being distracted from other applications, unfamiliar vocabulary, and also they mention that sometimes vlog do not provide subtitles so that it sometimes makes it difficult for them to understand the contents of vlog. Moreover, vlog have many positive impacts on their speaking skills. Lastly, the researcher can conclude from all the findings and discussions above that vlog have a good impact on improving students' speaking skills.

B. Recommendations

The researcher would like to give some recommendations to students, lecturers, and future researchers. Vlog could be helpful for students to improve their speaking skills. In addition, students had a positive attitude towards this learning model. For the lectures, vlog can be a good 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 it will also make the class more interesting, students will also be interested in learning because vlog provide interesting content. Vlog may also give an insight into the effectiveness of the learning media.

Due to the limitations and imperfections of this study, the researcher hopes that the next researcher will explore and investigate this topic more thoroughly and showing better results. Or at least, this research can be a reference or a source to the next researcher to do their research.

Lastly, the researcher recommended to the next researcher to investigating the student-teacher relationship in applying vlog as learning media in language learning.



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APPENDICES

Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15346/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022
- Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Dr. Muhammad Nasir, M.Hum
2. Fera Busfina Zalha, M.A.
Untuk membimbing Skripsi :
Nama : **Khairil Mabruur**
NIM : **180203204**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Perception on the Impact of Watching English Video Blog (Vlog) on Speaking Skills**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan


Saiful Mujib

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendix B: Interview Guideline

Project: Students' Perception on the impact use of Watching English Video Blog (Vlog) on Speaking Skills.

Interviewer : Khairil Mabror

Interviewee : Student of PBI batch 2021

Participant 1

1. KM: Do you know what is vlog?

KW: Yes I do, vlog is a blog but in a video version.

2. KM: How many times a week do you watch vlog?

KW: It is uncertain, I think it is about 3-4 times a week.

3. KM: Do you think watching English vlog is preferable to improve speaking skill ? Why?

KW: Yes, it could be. Cause when we watch an English vlog it can be enhance our vocabulary and we will know the correct pronunciation of the word that used in the vlog.

4. KM: In your opinion how effective is vlog to improve your speaking skill?

KW: In my opinion, vlog is very effective to improve my speaking skills. It is not just about the vocabulary enhance but it can be improve my pronunciation.

5. KM: Do you think vlog can help improve confidence in speaking?

KW: My speaking skills are getting better after watched some English vlog. Since I often listen to songs either and that's really help me to improve my confident.

6. KM: What challenges do you face when using vlog to improve your speaking skill?

KW: For some english vlog, they don't provide subtitles. So it made it a little hard for me to understand what they was saying.

7. KM: In your opinion, how much the vocabulary that have you mastered from the vlog?

KW: It got a lot of new vocabulary since I love to watch English vlog in Instagram, Tiktok & YouTube.

8. KM: How about your grammar in speaking?

KW: For grammar itself, I think a little bit messy cause as I know the grammar is not too important in a conversation as long as the others understand what we say.

9. KM: How good your pronunciation after using vlog?

KW: I'm very confident about my pronunciation now, even though sometimes I did a mistake.

10. KM: How about fluency and accuracy?

KW: For my fluency and accuracy I think more or less is good, because for me vlog is very useful and helpful when we want to make it better.

11. KM: And how about comprehension?

KW: I usually turn the subtitle off cause I want to understand it by my self, but sometimes I turn it on cause I don't get what they say. So the subtitle in a vlog is very helpful tools for me too improve my comprehension.

Participant 2

1. KM: Do you know what is vlog?

NS: Yes I know, vlog is a blog in video format that can be accessed online, usually there are several types of vlogs, such as daily vlogs, food vlogs, or travel vlogs.

2. KM: How many times a week do you watch vlog?

NS: Usually I watch vlog about 3 times a week.

3. KM: Do you think watching English vlog is preferable to improve speaking skill ? Why?

NS: Yes, when I watching the vlog it is very help me to improve my speaking skill, because vlog very impactful for my pronunciation.

4. KM: In your opinion how effective is vlog to improve your speaking skill?

NS: In my opinion vlog is very effective to improve the speaking skills. Besides songs that can improve our English, vlogs also can help to improve speaking skill because we can learn from the non-formal language used in vlogs, as we know that vlog usually use non-formal language which will automatically be easy to use in our life.

5. KM: Do you think vlog can help improve confidence in speaking?

NS: Usually I hesitate and afraid to use English when i speaking, but after watching vlog especially daily vlog, I do not hesitate and do not afraid anymore, even I'm confident now. Slowly my speaking is starting to get better after watching the vlog.

6. KM: What challenges do you face when using vlog to improve your speaking skill?

NS: For me the challenges i face when i watching vlog is to hard to understand what they are saying if we do not quickly catch what they are saying, because sometimes vlog do not have subtitles.

7. KM: In your opinion, how much the vocabulary that have you mastered from the vlog?

NS: I get so much, usually I make small notes of unfamiliar words that I get when using vlog.

8. KM: How about your grammar in speaking?

NS: Im not sure, because for me grammar it is a little difficult to get in vlog because vlog often use non-formal language which does not focus on grammar.

9. KM: How good your pronunciation after using vlog?

NS: I really use vlogs to help my pronountiation and it works for me.

10. KM: How about fluency and accuracy?

NS: For fluency, vlog help if we use them often, when we do not have someone to talk to help our speaking then it does not affect our fluency.

And for accuracy cannot be obtained instantly from vlog, it is better to

study it with the available material to understand how to use it properly. So in my opinion my fluency after using vlog is just a little improved from vlog, but the accuracy is not.

11. KM: And how about comprehension?

NS: Because I have learned some vocabulary from vlog, so it is not difficult for me to understand the content of vlog, but sometimes when I do not get it what they say, I will use subtitles. So my comprehension a little bit getting better because of vlog.

Participant 3

1. KM: Do you know what is vlog?

NI: Yes, I know, I think vlog is a video blog.

2. KM: How many times a week do you watch vlog?

NI: I do not watch vlogs everyday, but I regularly watch vlogs at least a 2 times every week.

3. KM: Do you think watching English vlog is preferable to improve speaking skill ? Why?

NI: In my opinion, watching vlog cannot improve speaking skill one hundred percent, but vlog is a good medium to help our speaking skill.

4. KM: In your opinion how effective is vlog to improve your speaking skill?

NI: When I watch vlog I feel like vlog is very usefull and effective for me because from vlog I get more vocabulary and that is make my speaking skill getting better.

5. KM: Do you think vlog can help improve confidence in speaking?

NI: When I watch vlog I feel like vlog is very usefull and effective for me because from vlog I get more vocabulary and that is make my speaking skill getting better.

6. KM: What challenges do you face when using vlog to improve your speaking skill?

NI: When there are some new words that I hear and I have to stop watching, and then I find the meaning of the words, and it really bothers me.

7. KM: In your opinion, how much the vocabulary that have you mastered from the vlog?

NI: Not too much but I got new words from the vlog.

8. KM: How about your grammar in speaking?

NI: Actually I don't really focus on learning grammar from vlogs, but I can say more or less vlogs have had a good impact on my grammar skills, because some vlogs provide subtitles so I can learn grammar from those subtitles.

9. KM: How good your pronunciation after using vlog?

NI: Not very good but not too bad either.

10. KM: How about fluency and accuracy?

NI: For me my fluency and accuracy do not impact because I realize that if I don't practice it often, these aspects won't be able to improve.

11. KM: And how about comprehension?

NI: I think because of vlog my comprehension is also good, because if I do not turn on the subtitle I a little bit understand what the contents of the vlog mean.

Participant 4

1. KM: Do you know what is vlog?

RR: Ya, Vlog is kind of video which record someone's activity with a specific purpose.

2. KM: How many times a week do you watch vlog?

RR: I watch Vlogs almost every day whenever I have free time, so about 3-5 times a week.

3. KM: Do you think watching English vlog is preferable to improve speaking skill ? Why?

RR: Of course, because by watching Vlog we can get new vocabulary and how to pronounce it, especially if we watch Vlog from native speakers.

4. KM: In your opinion how effective is vlog to improve your speaking skill?

RR: I think this is quite effective, because by watching vlog i get a lot, such as my vocabulary increases, and my pronunciation also improves.

5. KM: Do you think vlog can help improve confidence in speaking?

RR: To be honest, my confidence in speaking has improved even a little, because i think that to improve speaking skills there must be a two-way interaction practice, and it is not enough just to be a listener.

6. KM: What challenges do you face when using vlog to improve your speaking skill?

RR: One of the challenges I face is that there is an unfamiliar vocabulary, and this is difficult to understand because sometimes a vlog contains a context that is very different from where I live.

7. In your opinion, how much the vocabulary that have you mastered from the vlog?

RR: I'm not sure how much, but from vlog I get a lot of new words that I rarely hear.

8. KM: How about your grammar in speaking?

RR: My grammar is bad, because im not sure if we can learn grammar from the vlog.

9. KM: How good your pronunciation after using vlog?

RR: I don't know for sure, but I think my pronunciation getting better after using vlog.

10. KM: How about fluency and accuracy?

RR: I have no idea about it, because I don't really focus on this aspect when I use vlogs as a medium to help me improve my speaking skills.

11. KM: And how about comprehension?

RR: I think more or less my comprehension is also good because of vlog.

Participant 5

1. KM: Do you know what is vlog?

HL: Yes I know what is vlog, vlog is short for video log or video blog, and it is content in video format. And also vlog have many types such as daily vlog, travel, and even education.

2. KM: How many times a week do you watch vlog?

HL: I don't know, maybe I watch vlog every day because I follow a lot of content creator on TikTok so every time I open it I always watch vlog.

3. KM: Do you think watching English vlog is preferable to improve speaking skill ? Why?

HL: Yes, because for me the important aspect of speaking is having a lot of vocabulary, if we have a lot of vocab then we will be fluent in speaking. And from vlog a got many a new vocab.

4. KM: In your opinion how effective is vlog to improve your speaking skill?

HL: For me vlog is verry effective to improve the speaking skill. Because in my opinion vlogs are easy to access anywhere and I'm the type of person who likes to learn through visual media, as we know that vlogs present a lot of interesting content so that it can help increase our interest in learning.

5. KM: Do you think vlog can help improve confidence in speaking?

HL: I think my speaking before and after using vlog is so different, because i feel like i am more fluent and more confidence when i am speaking now.

6. KM: What challenges do you face when using vlog to improve your speaking skill?

HL: Sometimes when I watching vlog there are a lot of distractions like a notification from other application come in so I leave vlog and I open another application, that is the challenge I am facing.

7. In your opinion, how much the vocabulary that have you mastered from the vlog?

HL: After watch a vlog i get a lot of new vocabulary. I can even say that from vlog my vocabulary has increased a lot.

8. KM: How about your grammar in speaking?

HL: I do not expect to learn grammar from vlog, because usually the vlog that I watch are daily vlog, where they do not really focus on grammar.

9. KM: How good your pronunciation after using vlog?

HL: I think after I watch vlog , my pronunciation is also getting better, because usually I repeat difficult pronunciation parts from vlogs until I know how to pronounce them.

10. KM: How about fluency and accuracy?

HL: I think my fluency a little bit getting better when I speak but about accuracy im not sure.

11. KM: And how about comprehension?

HL: I think that after I used vlog my comprehension started to get better, because before I did not use subtitles in the vlog I still confused and did not understand what the vlog meant but after I often watched vlog and I turning off subtitles I started to catch and understand what they say in the vlog.

AUTOBIOGRAPHY

Name : Khairil Mabror
Place/Date of Birth : Aceh Singkil, 24 January 2000
Nationality/Ethnic : Indonesian
Religion : Islam
Sex : Male
Marital Status : Not married
Occupation : Student
Address : Jl. Kamboja, Ateuk Pahlawan, Banda Aceh
Email : khairilmbr24@gmail.com
Phone number : 082277679994

Parents' Bio

Father's Name : Iriansyah
Father's occupation : Entrepreneur
Mother's Name : Mawarni
Mother's occupation : Housewife
Address : Jl. Syeh Abdurrauf, Pulo Sarok, Singkil

Educational Background

1. Elementary School SDN 1 Singkil
2. Junior High School MTsN 1 Singkil
3. Senior High School SMAN 1 Singkil
4. University UIN Ar-Raniry Banda Aceh