

**STUDENTS' CREATIVITY ON YOUTUBE VLOGGING IN
ONLINE SPEAKING CLASS : A DESCRIPTIVE STUDY**

THESIS

Submitted in partial fulfilment of the requirements for the degree
of Sarjana Pendidikan in English Language Education



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ABSTRACT

Title : Students' Creativity on YouTube Vlogging in Online Speaking Class: A Descriptive Study
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YouTube vlogging facilitates EFL learners to practice their speaking skills. The purpose of this research was to determine students' creativity, perception, barriers, and strategy on YouTube vlogging in online speaking classes. This research used a descriptive qualitative design and random sampling. The participants of this research were the fourth-semester of English Education department students of UIN Walisongo Semarang. There were 11 of 38 students as the sample using a simple random sampling method. Semi-structured interview forms were used as the data collection through WhatsApp chat as one of the online learning media held today. As the result, students' creativity to create a good vlog were making a script, outlining the material, and setting devices. There are various perceptions of YouTube vlogging from the students, such as the suitable method and their motivation in online speaking class. The barriers found during creating YouTube vlogging were the vocabulary, pronunciation, grammar, the theme and topic, media and tools, and the editing process. The strategy to cope with the barriers were preparing the script, memorizing, speaking fast, ignoring the grammar, and preparing well. It implied that YouTube vlogging in online speaking classes was an appropriate method in the online speaking classes to improve students' speaking skills.

Keywords: Online learning, online speaking class, speaking skill, YouTube vlogging

MOTTO

“Great things never come easy, but those things are the ones worth the sacrifice.”

(Adriana Locke)

“Permudahlah dan jangan mempersulit, dan jadikan suasana yang tenteram, jangan menakut-nakuti”¹

(HR Muslim)

¹ Jamal Al-Nasir, ‘Ringkasan Kitab Hadist Shahih Imam Muslim’, 2007, 81.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, pedagogical significance of the study, and the limitation of the study.

A. Background of Study

In early March 2020, over 1.5 billion students were out of school due to school closures in response to COVID-19. According to UNESCO (2020), over 181 countries have implemented nationwide closures, affecting nearly 88% of the world's student population². Then, the Covid-19 pandemic entered Indonesia, the number of people positively affected by Covid-19 increased. To reduce the number of Covid-19 sufferers, the governments of Indonesia created policies in education, replacing face-to-face learning with online learning. The Ministry of Education and Culture in No. 1 of 2020 regulates the procedure to prevent the spread of Covid-19 in education. The Ministry of Education and Culture formed the circular to organize distance learning and advises students to learn from

² UNESCO, 'COVID-19 Impact on Education', 2020 <<https://en.unesco.org/covid19/educationresponse>>.

home.³ Distance learning and learning from home are accessed through online learning.

Online learning is a learning experiences in synchronous or asynchronous environments using various devices (such as computers, mobile phones, and laptops) with internet access⁴. Singh & Thurman (2019) stated that students could be anywhere independently to study and socialize with teachers and other students through the devices. Online learning is a system of education that is adaptive immensely and increasing in popularity in this technology era. This popularity which commonly used in the universities environments must be applied full time recently. A sudden and unexpected change would impose a learning system that has run drastically. Although the online application has been carried out with mixed methods between online and offline learning, colleges and universities have adjusted full online learning lately. Universities must carefully capture these changes to adapt appropriate methods for online learning in the current pandemic era. Colleges and

³ Firman Firman and Sari Rahayu, "Pembelajaran Online Di Tengah Pandemi Covid-19," *Indonesian Journal of Educational Science (IJES)* 2, no. 2 (2020): 81–89 <<https://doi.org/10.31605/ijes.v2i2.659>>.

⁴ Shivangi Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems* 49, no. 1 (2020): 5–22 <<https://doi.org/10.1177/0047239520934018>>.

universities can craft online learning environments that are universally beneficial to augment learning across the board⁵.

Meanwhile, the use of technology has had a vital role in the teaching and learning process recently. With the surging proliferation of technology in the twenty-first century, emerging technological tools have been adopted to benefit language learning because of their effectiveness⁶, authenticity (Wang, 2005), and convenience⁷. Audio and video broadcasts launched on the internet and automatically downloadable to smartphones or computers when synchronized⁹ have been presumed as an authentic, effective, and convenient technological tools to support language learners to the target language without time and

⁵ Brittany D. Hunt and Beth Oyarzun, "Online Learning Perspectives of Native American Students," *Journal of Educational Technology Systems* 48, no. 3 (2020): 321–334 <<https://doi.org/10.1177/0047239519867921>>.

⁶ Mustafa Mubarak Pathan, 'The Use of Computer Technology in EFL Classroom : Advantages and Implications The Use of Computer Technology in EFL Classroom : Advantages and', January 2013, 2016.

⁷ Chi Cheng Chang, Chi Fang Yan, and Ju Shih Tseng, 'Perceived Convenience in an Extended Technology Acceptance Model', *Australasian Journal of Educational Technology*, 28.5 (2012), 809–26 <<http://www.scopus.com/inward/record.url?scp=84865568921&partnerID=8YFLogxK%5Cnhttp://www.scopus.com/inward/citedby.url?scp=84865568921&partnerID=8YFLogxK>>.

⁸ H. C. Yeh and others, 'Effects of Podcast-Making on College Students' English Speaking Skills in Higher Education', *Educational Technology Research and Development*, 0123456789, 2021 <<https://doi.org/10.1007/s11423-021-10026-3>>.

⁹ Chris Evans, 'The Effectiveness of M-Learning in the Form of Podcast Revision Lectures in Higher Education', *Computers and Education*, 50.2 (2008), 491–98 <<https://doi.org/10.1016/j.compedu.2007.09.016>>.

space constraints (Abdous et al., 2012; Fitria et al., 2015; Gromik, 2008; Rosell-Aguilar, 2013). Technology has rapidly affected different aspects of life, and one of them is the education field. Education is the aspect in which we can see the use of modern technologies. The internet has changed the learning environment, and modern technologies offer great chances to guide, assist, and motivate students to study and further their education. Students may be more active in their learning process by using technology and can change from passive to active learners¹⁰. Also, Yanguas (2010) compared learner interaction between task-based audio, video, and face-to-face communication¹¹. The results showed that turn-taking patterns in both audio and video communications were similar to those in face-to-face communication, suggesting that this medium has the potential to be implemented in L2 instruction.

Learning and teaching English is not that easy because teaching does not only end in telling and conveying the materials. A Teacher-front classroom offers an impoverished context for learners to engage in genuine interaction, facilitating learning

¹⁰ Gretchen Lowerison and others, 'Are We Using Technology for Learning?', *Journal of Educational Technology Systems*, 2006 <<https://doi.org/10.2190/er58-3h7p-y8fk-u8f7>>.

¹¹ Yu Chih Sun and Fang Ying Yang, 'I Help, Therefore, I Learn: Service Learning on Web 2.0 in an EFL Speaking Class', *Computer Assisted Language Learning*, 28.3 (2015), 202–19 <<https://doi.org/10.1080/09588221.2013.818555>>.

acquisition¹². Currently, the development of technology necessitates a more sophisticated art of teaching and learning, such as the media support instructional delivery. It provides effective methods that facilitates student involvement and active transmission in two-way communication of knowledge between the students and the teacher, making learning a worthwhile activity, enjoyable, and functional¹³. Active learning means that it engages the mind actively. The students are dynamic participants in their learning, reflect and monitor both the processes and the results of their learning as the characteristics¹⁴. Students need to explore their mental abilities and respond to stimuli individually. So that is why to support and facilitate learning English, the teacher uses a media learning in which the learning material and some attraction and liveliness for students, especially in learning English speaking as one of four essential skills.

Speaking is a dynamic and complex skill involving several simultaneous cognitive, physical, and socio-cultural

¹² Norbert Schmitt, *An Introduction to Applied Linguistics*, Second (London: Hodder & Stoughton, 2010).

¹³ Nnenna Gertrude Ezeh, Ojel Clara Anidi, and Basil Okwudili Nwokolo, 'Media-Support Teaching and Learning of English Language as a Second Language: Eliminating Stereotypes', *English Language Teaching*, 14.4 (2021), 94 <<https://doi.org/10.5539/elt.v14n4p94>>.

¹⁴ Elizabeth F. Barkley, *Student Engagement Techniques: A Handbook for College Faculty*, First (United States: Jossey-Bass, 2010).

processes. A speaker's knowledge and skills have to be activated rapidly in real-time¹⁵. The dynamical skills are followed by the active learning methods that are followed by the current developments experienced by millennials, which the attitudes of millennials affect the acceptance of EFL learners. Speaking English is challenging for EFL learners, especially Indonesian learners. Based on the English First English Proficiency Index (EF EPI) in 2020, the data shows that Indonesia's ranking is still in 74th position of 100 countries in the world and the 15th position of 24 countries in Asia¹⁶. It shows that the English skill in Indonesia is occupied a low rank, which means it needs to be improved. It is far away if compared to the Philippines and Malaysia. Indonesian learners still find some problems related to speaking skills and influence their English proficiency. It is a big challenge for Indonesian education to face this issue and make it better. They should improve their English proficiency in any way that is planned in the education curriculum especially in this online learning through online video.

¹⁵ Anne Burns, 'Concepts for Teaching Speaking in the English Language Classroom1', *LEARN Journal: Language Education and Acquisition Research Network*, 2019.

¹⁶ EF Education First, "Ef Epi," *EF EPI English Proficiency Index* (2020).

The growth of online video is valuable for those who teach and learn online¹⁷. They are instructed to create a video and upload it on their account channel. By creating a video, students will improve their speaking performance indirectly. Video creations contribute to individual knowledge achievement, which may originate as the courses' products. It also may engage learners in self-evaluation processes, which will encourage them in the identification of strengths and weaknesses¹⁸. It is an effective way to stimulate them to be brave to speak up because they will show their best performance in video making. By creating a YouTube vlog, they will become a video editor and know well how to present a good video on YouTube, including speaking English.

YouTube vlogging is one idea initiated as an appropriate strategy for learning English speaking in line with today's online learning. YouTube is an influential technology. It is a popular site as the media to watch and create videos. It has grown to become the largest and most highly visited online video-sharing

¹⁷ Chareen Snelson, 'YouTube across the Disciplines : A Review of the Literature', *Journal of Online Learning and Teaching*, 7.1 (2011), 159–69 <http://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1010&context=ed_tech_facpubs>.

¹⁸ Constantinos Nicolaou, Maria Matsiola, and George Kalliris, 'Technology-Enhanced Learning and Teaching Methodologies through Audiovisual Media', *Education Sciences*, 9.3 (2019) <<https://doi.org/10.3390/educsci9030196>>.

service and in the interest of educational use¹⁹. Higher education has also been used to communicate with current and potential students and disseminate research and teaching-based material (Wilkes, Pearce, and Barker 2011)²⁰. Students will gain benefits from the vlog because it could help them improve their English speaking ability. Students could do better on speech, storytelling, expressing ideas, and others. Storytelling or oral traditions are part of many cultures of native speakers. It can be incorporated in the online classroom through YouTube lectures, reflections after each learning experience, allowing users to post oral messages in discussion boards rather than written ones and allowing students to share their experiences²¹.

How to assess and improve speaking skills has been a growing research interest among researchers²². It genuinely has been carried out by some researchers in speaking skill peculiarly YouTube vlogging. The related previous researches have their

¹⁹ Snelson.

²⁰ Elaine Tan and Nick Pearce, 'Open Education Videos in the Classroom: Exploring the Opportunities and Barriers to the Use of YouTube in Teaching Introductory Sociology', *ALT-J: Research in Learning Technology*, 19.SUPPL.1 (2011), 125–33 <<https://doi.org/10.3402/rlt.v19s1/7783>>.

²¹ Brittany D. Hunt and Beth Oyarzun, "Online Learning Perspectives of Native American Students," *Journal of Educational Technology Systems* 48, no. 3 (2020): 321–334 <<https://doi.org/10.1177/0047239519867921>>.

²² Ceyhun Yükselir and Sevki Kömür, 'Using Online Videos to Improve Speaking Abilities of EFL Learners', *Online Submission*, May 2016, 2017, 12–14 <<https://doi.org/10.5281/zenodo.495750>>.

tendency and focus on the specific substances. Those substances still need to get in-depth investigation for solving the existing issues.

The gap that can be concluded based on the previous researches is that the current research assessed the opinion of the 4th semester of English Education Department students who had conducted online learning in the Speaking course through the YouTube vlogging assignment. Making a vlog can naturally transform students from passive learners to active knowledge generators as a creative assignment. This online t shows the students' speaking performance through the videos uploaded on their YouTube account. This current research collects the data through online interviews directly to get more comprehensive data. So there are some gaps between the previous and the recent study as it is an assignment conducted in online learning.

In conclusion, the researcher held interviews with the students to investigate their opinion, the problems, and the strategy about their creativity in creating YouTube vlogging during online speaking class. It aims to know more about their opinion, the barriers they face, and also the cope with the barriers.

B. Research Questions

1. How is students' creativity on YouTube vlogging in online speaking classes?

2. How is students' opinion on YouTube vlogging in online speaking classes?
3. What barriers are faced by the students on YouTube vlogging in online speaking classes?
4. How do students cope with the barriers of YouTube vlogging in online speaking classes?

C. Research Objectives

1. To explain students' creativity on YouTube vlogging in online speaking classes.
2. To explain students' opinion on YouTube vlogging in online speaking classes.
3. To describe the barriers faced by the students of YouTube vlogging in online speaking classes.
4. To explain how the students cope with the barriers of YouTube vlogging in online speaking classes.

D. Pedagogical Significance

1. Theoretical Significance

This research is expected to significantly contribute to developing the teachers' pedagogic competencies theory, especially for English teachers.

2. Practical Significance

- a. Significance for the students so they can achieve mastery and learn optimally to make a proud achievement.

- b. Significance for the teachers, to understand the phenomenon systematically education, provides clues about which should be implemented in educating and as an opportunity to make corrections to themselves in achieving the classroom's learning.
- c. Significance for the Institution: This research was expected to reference universities to pay more attention to their students' quality of teaching as the next teachers.

E. LIMITATION OF STUDY

The findings of this research are seen considering limitations. The results are interpreted with caution, and several limitations are also borne in mind. There are some limitations to this study that could address future research.

1. This study investigates online speaking classes only but is not concerned about offline learning or other skills.
2. This study focuses on the YouTube vlogging task specifically for the eminent platform, creating a vlog, and kind of assignment.
3. This study is conducted for fourth-semester students of UIN Walisongo students majoring in the English Education Department.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

1. The Definition of Speaking

Speaking is the most frequently used language skill²³.

Speaking is defined as an interactive process of creating meaning that involves producing, receiving, and processing information. It is a means of expressing meaning in speech. It is expressing thought, ideas, and feelings which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic. The form and meaning include dependent on the context in which it occurs, the participants, and the purposes of speaking. When two people are communicating, they produce, receive, and process information from the partner. The communication process will run well if both speakers can get the context and accept it as an effect. When there is two or more communications among speakers and listeners, we can call it speaking conversation. Speaking conversation means the ability to convey meaning contextually to receive and

²³ Shaimaa Abd EL Fattah Torky, 'The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.', *Online Submission*, 2006, 1–254.

understand the intent of the speaker. That is called communication. In communication, both speaker and listener must understand each other so that an intended purpose and continuity of information is processed to be conveyed and received effectively.

Then, another definition of speaking is the direct route from one mind to another and is the way we usually choose when we want to ask a question or give an explanation. There are three necessary points within this definition of speaking skills²⁴. First, productive skill means a person who is able to produce the language actively by coordinating the organs of speech such as the tongue, lips, teeth, vocal cords, pharynx, larynx, Second, it aims to express meaning. Producing verbal language aims to share experiences and ideas to reveal the meaning to the listener. Third, being precisely and empirically observed means that implementing speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

²⁴ T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching, Language*, 1981, LVII <<https://doi.org/10.2307/414380>>.

Speaking is a mean to express meaning in speech (Alsaedi, 2012; Fulcher, 2003)²⁵. Linguistic feature is not the only thing to know and understand in speaking. The message expanding oral communication requires linguistic feature more than memorize vocabulary and grammatical comprehension. It needs a clear meaning both in two-way communication or one-way communication. Creating such a good practice also needs a good method. One problem of learning English speaking is the difference material between class and courses so that most of the teachers don't create situations for real practice in speaking class. Besides, the teacher should understand the students' interests and needs. The students should also participate in speaking activities to exchange their opinions spontaneously in another language speaking²⁶. Speaking has two prior categories, and they are accuracy and fluency.

Accuracy consists of pronunciation, vocabulary, and grammar through some activities. Fluency means "Being able to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995). Then, Bygate (1987) remarked on two

²⁵ Abdulrahman Alzamil, 'Teaching English Speaking Online versus Face-to-Face: Saudi Students' Experience during the COVID-19 Pandemic', *Arab World English Journal*, 12.1 (2021), 19–27 <<https://doi.org/10.24093/awej/vol12no1.2>>.

²⁶ Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, 'Developing EFL Learner's Speaking Ability, Accuracy and Fluency', *English Language and Literature Studies*, 6.2 (2016), 177 <<https://doi.org/10.5539/ells.v6n2p177>>.

elements: interaction skill and production skill. Both skills help learners to enhance their speaking ability easier²⁷. Interaction skill indicates negotiation among learners, and production skill involves speaking ability to take place without time limit environment. Stuart (1989) stated that learners need to plan and conform their talk. Effective speakers do more practice to get fluency in speaking. It shows that speaking is a high-risk activity, creates anxiety, and causes students to be upset about being ashamed.

From the definition above, speaking is the ability to convey ideas orally to the listener through one-way communication or two-way communication. The listener can understand what the speaker is talking about concerned about the categories of speaking.

2. The Components of Speaking

According to Harris (1974), speaking skills concern five components: vocabulary, pronunciation, grammar, comprehension, and fluency²⁸.

a. Vocabulary

The fundamental thing in learning a language is the acquisition of a vocabulary and practice in using it.

²⁷ Martin Bygate, *Speaking* (Oxford University Press, 1974).

²⁸ David P Harris, *Testing in English as a Second Language*: (Washington DC: RIC/CLL Series on Languages and Linguistics, 1969).

Collier- Macmillan International (2000, p. 72). Once students have mastered a language's basic grammatical patterns, their next task is to master the vocabulary they need²⁹. Grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns cause there is no sentence, no essay, and even no language without vocabulary³⁰. Speaking vocabulary means the appropriate word used in communication. Someone cannot communicate effectively or express oral and written ideas without having a sufficient vocabulary. Mastering a lack of vocabulary is also a barrier that precludes learners from learning a language. Without grammar, one can convey communication, but it is a little confusing. Without vocabulary can convey nothing. EFL learners will not speak English or write English properly without mastering vocabulary sufficiently.

Vocabulary mastery is also essential for good communication in English, but learning vocabulary is

²⁹ Muhammad Husnu, 'Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners', *English Language Teaching*, 11.2 (2017), 26 <<https://doi.org/10.5539/elt.v11n2p26>>.

³⁰ Qi Pan and Runjiang Xu, "Vocabulary Teaching in English Language Teaching," *Theory and Practice in Language Studies* 1, no. 11 (2011): 1586–1589 <<https://doi.org/10.4304/tpls.1.11.1586-1589>>.

quite challenging for language learners³¹. The language learners need to find a suitable way for their learning system to help them acquire language vocabulary effectively because learners can't learn all the vocabulary simultaneously. Vocabulary learning requires fun strategies so that vocabulary acquisition can be easily memorized and applied in communication. Vocabulary is one part of language learning strategy that also requires special attention ³² . Language learning strategies encourage maximum language acquisition to improve self-ability for language learners. Independent learners can gradually understand themselves to improve their abilities to accept confidence, involvement, and proficiency (Oxford, 1990). Likewise, with vocabulary learning strategies, students need training in vocabulary learning strategies that suit their needs. Research has shown that students use many strategies to learn vocabulary, compared to learning skills in listening and speaking. But they tend to use vocabulary learning strategies with basic

³¹ Lotfi Ghazal, 'Learning Vocabulary in Efl Contexts Through Vocabulary', *Novitas Royal*, 1.2 (1997), 84–91.

³² I. S. P. Nation, *Learning Vocabulary in Another Language*, Cambridge University Press, Second, 2001 <<https://doi.org/10.1093/elt/56.1.91>>.

and different kinds of strategies³³. This note is for teachers to make learning strategies in teaching vocabulary an essential part of every foreign or second language teaching.

b. Pronunciation

Pronunciation refers to appropriately speaking a language with intonation, stress, and rhythm³⁴. A person with good pronunciation in speech is a characteristic of a cultured and intellectual society. To have good pronunciation skill improvement requires constant and continuous study. Improvement in pronunciation depends on the commitment and consistent effort of the learners themselves³⁵. Practicing pronunciation to improve speaking is needed to fluence and get used to transitioning from the first language to the other language accent.

³³ Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual* (United Kingdom: Palgrave Macmillan, 2010).

³⁴ Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017) <<https://doi.org/10.20431/2454-9479.0303003>>.

³⁵ John M. Murphy, 'Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation', *TESOL Quarterly*, 25.1 (1991), 51 <<https://doi.org/10.2307/3587028>>. <<https://doi.org/10.2307/3587028>>

Practicing pronunciation in speaking is necessary to get used to the transition from the first language to the accent of another language. Teaching pronunciation is a challenge for English teachers³⁶. The teacher must prepare which variations of English accents should be taught, whether students can achieve pronunciation like native speakers as expected, and what method is appropriate to introduce pronunciation. If teachers provide learning through meaningful communicative exercises, conventional pronunciation activities such as repetition exercises may not suit their language learning and teaching philosophy.

Teaching pronunciation has gone through several stages and continues to change from its focus depending on the trends being used in education. Initially, the pronunciation was taught by intuition and imitation³⁷. With the emergence of the philosophy of behaviorism, pronunciation activities became more structured by adopting it. As an observable aspect of students' language skills, pronunciation is quite popular to be studied further.

³⁶ Perihan Korkut and Özkan Çelik, 'Developing Pronunciation through Creative Drama', *Language Learning Journal*, 49.2 (2021), 147–59 <<https://doi.org/10.1080/09571736.2018.1491058>>.

³⁷ Marianne Celce-Murcia, 'Teaching Pronunciation: A Series of Booknotes', in *Issues in Applied Linguistics*, 1996, vii <<https://doi.org/10.5070/1471005226>>.

In this behaviorist approach, one can see a lot of focus on pronunciation with repetition exercises, direct reinforcement, same word pronunciation, practice, and habit formation of stimulus-response methods³⁸. Along with correct grammatical skills, pronunciation accuracy becomes a priority goal in audiolingual and language teaching methods³⁹.

c. Grammar

Grammar can be defined as the study of the rules of a language, such as a form, sound, and sentence structure⁴⁰. According to Erdem & Celik (2011), grammar is information about structural rules in language functions that examine sounds, types of words and their structures, their composition and function in sentences, and also the rules about their conjugation⁴¹. By teaching grammar, language learners are able to discover the nature of

³⁸ Saeed Ketabi and Fateme Saeb, 'Pronunciation Teaching: Past and Present', *International Journal of Applied Linguistics and English Literature*, 4.5 (2015), 182–89 <<https://doi.org/10.7575/aiac.ijalel.v.4n.5p.182>>.

³⁹ Joan Morley, 'The Pronunciation Component in Teaching English to Speakers of Other Languages', *TESOL Quarterly*, 25.3 (1991), 481 <<https://doi.org/10.2307/3586981>>.

⁴⁰ Sezgin Demir and Ayse Erdogan, 'The Role of Teaching Grammar in First Language Education', *European Journal of Educational Research*, 7.1 (2018), 87–101 <<https://doi.org/10.12973/eu-jer.7.1.87>>.

⁴¹ İlhan Erdem and Muhittin Çelik, 'Evaluations on Grammar Teaching Methods', *International Periodical For The Languages, Terature and History of Turkish or Turkic*, 6 (2011), 1057–69.

language through patterns of what is said, read, and heard, so that language will become a collection of words that can be understood⁴². Through grammar rules, learners can use the language with all its components as well. In addition, grammar skills and talents also help students understand written and spoken language correctly and precisely. On the other hand, when using language allows them to express themselves correctly and fluently so that their communication skills improve well⁴³.

Furthermore, grammar is known as rules about forms and how to teach these forms to students, but actually, grammar is more than that if students are given rules⁴⁴. Language learners are required to compose correct sentences in conversation. Grammar is a language structure interconnected in a system, where each element has a special relationship and is interdependent on the other⁴⁵. So the use of grammar at an advanced level is very

⁴² Betty Azar, 'Grammar-Based Teaching: A Practitioner's Perspective.', *Test-Ej*, 11.2 (2007), 1–12.

⁴³ Li Zhong-guo and Song Min-yan, 'The Relationship between Traditional English Grammar Teaching and Communicative Language Teaching', *China Education Review*, 4.126 (2007), 1548–6613.

⁴⁴ Marianne Celce-Murcia, *Introducing English Grammar, Introducing English Grammar*, 3rd edn (United States: Heinle & Heinle Publisher, 2001) <<https://doi.org/10.4324/9780203785256>>.

⁴⁵ Otto Jespersen, *Essentials of English Grammar*, Routledge (London: Routledge, 2007).

important to understand the right way to acquire language skills in spoken and written form.

d. Comprehension

Comprehension skill is very important not only in understanding written English texts but also for understanding spoken language, and this can be proven by several examples of a single comprehension system that underlies the understanding of written and spoken texts⁴⁶. Before children are able to read a written word, their language comprehension system develops through the experience of spoken language they heard. Learning to read involves access to a written code system⁴⁷ which is also related to the speaking process, which involves a comprehensive learning process. Therefore, measuring the understanding of both written and spoken texts can identify difficulties in understanding language in general, while difficulties in understanding, in particular, can be seen only by the reading process⁴⁸.

⁴⁶ Morton Ann Gernsbacher, Kathleen R. Varner, and Mark E. Faust, 'Investigating Differences in General Comprehension Skill', *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 16.3 (1990), 430–45 <<https://doi.org/10.1037/0278-7393.16.3.430>>.

⁴⁷ Morag Stuart, 'February 2003, Prior to the DfES Phonics Seminar on March 17', February, 2003, 1–20.

⁴⁸ Kate Cain and Jane Oakhill, 'Profiles of Children with Specific Reading Comprehension Difficulties', *British Journal of Educational Psychology*, 76.4 (2006), 683–96 <<https://doi.org/10.1348/000709905X67610>>.

Comprehension is a multidimensional skill that involves several processes at different levels⁴⁹. As a result, the difficulty of one of the components of the process can affect the failure of understanding⁵⁰. Components that have been consistently identified as important comprehension processes include background knowledge (knowledge of story structure), vocabulary knowledge, inference and integration skills, comprehension monitoring, and working memory (Stuart, 2003⁵¹; Perfetti, Marron, & Foltz, 1996; Perfetti, Landi, & Oakhill, 2005⁵²; Nation, 2005⁵³; Nation & Angell, 2006⁵⁴). So, comprehensive skills are also needed in speaking skills, and this aims to show proficiency in fluency and clarity about the discussing topic.

⁴⁹ K. Burgoyne and others, 'The Comprehension Skills of Children Learning English as an Additional Language', *British Journal of Educational Psychology*, 79.4 (2009), 735–47 <<https://doi.org/10.1348/000709909X422530>>.

⁵⁰ Diane August and others, 'Assessing Reading Comprehension in Bilinguals', *Elementary School Journal*, 107.2 (2006), 221–38 <<https://doi.org/10.1086/510656>>.

⁵¹ Stuart.

⁵² Cain and Oakhill.

⁵³ Kate Nation, 'Children's Reading Comprehension Difficulties', *The Science of Reading: A Handbook*, 2005, 248–65 <<https://doi.org/10.1002/9780470757642.ch14>>.

⁵⁴ Kate Nation and Philip Angell, 'Learning to Read and Learning to Comprehend', *London Review of Education*, 4.1 (2006), 77–87 <<https://doi.org/10.1080/13603110600574538>>.

e. Fluency

Fluency is often measured as smooth and fluent as a native speakers⁵⁵. Fluency is the ability of a learner to be able to speak at an acceptable speed with few errors without hesitation ⁵⁶ . A fluent person will not feel hampered or repeatedly stopped until he thinks about what to say next or how to express it⁵⁷. Fluency is the ability to speak, read, or write fluently, expressively, and easily. In other words, speakers can understand and speak a language clearly and concisely and are able to relate meaning to the context.

Fluency in speaking is difficult for most language learners, but it greatly affects the image of mastery of a language. Identifying and analyzing the processes that affect fluency should be considered important in understanding the complexity of speaking ⁵⁸ . This is perhaps one of the most significant features in speech,

⁵⁵ Heini-Marja Pakula, 'Teaching Speaking', *Apples - Journal of Applied Language Studies*, 13.1 (2019), 95–111
<<https://doi.org/10.17011/apples/urn.201903011691>>.

⁵⁶ Nunan David, *Teaching English to Speakers, Teaching English to Speakers of Other Languages -An Introduction*, 2015.

⁵⁷ Paul Nation, 'Improving Speaking Fluency', *System*, 17.3 (1989), 377–84
<[https://doi.org/10.1016/0346-251X\(89\)90010-9](https://doi.org/10.1016/0346-251X(89)90010-9)>.

⁵⁸ Kian Pishkar, Ahmad Moinszadeh, and Azizallah Dabaghi, 'Modern English Drama and the Students' Fluency and Accuracy of Speaking', *English Language Teaching*, 10.8 (2017), 69 <<https://doi.org/10.5539/elt.v10n8p69>>.

which significantly aids the teacher's intuitive understanding of the technical proficiency and assessment of students' oral performance. Students must improve their current abilities to the maximum in order to be able to speak fluently like native speakers. Therefore, the use of the right method in learning English, especially speaking fluency, will greatly affect student performance.

3. Definition of YouTube

YouTube is a web platform for distributed video sharing, widely used by students, universities, and scholars⁵⁹. YouTube has a channel as the home page for a personal account, and it is required to upload videos, add comments, or make playlists. It lets users create, watch, and share videos and provides users with a forum to connect with other viewers and video creators worldwide ⁶⁰. A personal YouTube channel is provided for every user who joins as a member. There is a home page to register an account that requires some personal information to submit. It will display some information such as account name, account type, personal description, the member uploads, and a list of friends. There

⁵⁹ Mariana Martinho and Marta Pinto, 'Scholars' YouTube Channels: Content Analysis of Educational Videos', *Internet Latent Corpus Journal*, 2.2 (2012), 76–90.

⁶⁰ YouTube. About YouTube. Retrieved from http://www.YouTube.com/t/about_YouTube, 2021.”

also includes a section where other members can comment. YouTube is a key international platform for socially-enabled media diffusion. According to public statistics, more than 48 hours of video content is uploaded every minute and 3 billion views are generated every day. To complement the content broadcast/consume experience, YouTube connects seamlessly with major online social networks (OSNs) such as Facebook, Twitter, and Google+ to facilitate off-site diffusion⁶¹.

Since its establishment in early 2005, YouTube has become one of the fastest-growing websites and ranks second in traffic among all the websites on the Internet by the survey of Alexa, the top three websites with the most visits globally are Google, YouTube, and Facebook⁶². The focus of this study is on YouTube, the California-based video-sharing website launched in 2005. With over 400 h of content uploaded every minute, YouTube is now best known for its user-generated videos, including reviews, tutorials, pranks,

⁶¹ Z. Wattenhofer, M. Wattenhofer, R., & Zhu, 'The YouTube Social', *In International Conference on Weblogs and Social Media*, January 2012, 2012, 354–61.

⁶² Xu Cheng, Cameron Dale, and Jiangchuan Liu, 'Statistics and Social Network of YouTube Videos', *IEEE International Workshop on Quality of Service, IWQoS*, 2008, 229–38 <<https://doi.org/10.1109/IWQOS.2008.32>>.

critiques, and much more⁶³. Instead of being merely passive video viewers, many people have taken the role of content producers who actively create and share their ideas on YouTube⁶⁴. The students in online speaking class can adapt from the content as a vlog. In Indonesia, where the need for learning English has always been intense, students establish themselves as English-teaching professionals who regularly post tutorials on their YouTube channels, thus turning YouTube into a possible language learning site for students. This study looks into the viewing behaviors of English-teaching YouTube and whether such regular viewing affects their English learning to shed some light on the affordances and constraints of such a form of informal learning. It differs from previous research on YouTube, which mainly establishes the platform and its comment section as a globally complex ground that can provide many opportunities for language and intercultural learning⁶⁵. Instead, the students were seen as learning agents who actively took control of their

⁶³ Brandon Miller, 'YouTube as Educator: A Content Analysis of Issues, Themes, and the Educational Value of Transgender-Created Online Videos', *Social Media and Society*, 3.2 (2017) <<https://doi.org/10.1177/2056305117716271>>.

⁶⁴ Christine Greenhow and Beth Robelia, 'Informal Learning and Identity Formation in Online Social Networks', *Learning, Media and Technology*, 34.2 (2009), 119–40 <<https://doi.org/10.1080/17439880902923580>>.

⁶⁵ Phil Benson and Hayo Reinders, 'Beyond the Language Classroom', *Beyond the Language Classroom*, 2011, 1–208 <<https://doi.org/10.1057/9780230306790>>.

out-of-class learning by utilizing YouTube as a mean to improve English speaking by creating vlog as the content.

4. Definition of Vlog

A vlog refers to a blog made up entirely of video blog posts⁶⁶. Vlog posts create a video post to a channel about yourself, an event, or an occurrence. Nowadays, vlogs are called podcasts, which means audio and video blog posts. Vlog is an abbreviation for "video blog." It is a blog, or weblog, that includes video clips. It may be entirely video-based or may consist of both video and written commentary. Several vlogs are available on the Web, including instructional videos, travel updates, and personal remarks. Vloggers are the video creators who post it for fun, while others run vlogs to generate interest through advertisements. Many vloggers post their vlogs on YouTube, making their videos easier to find. In addition, YouTube offers free video hosting, which means vloggers can post unlimited videos without paying web hosting fees.

Both vlog and YouTube channels, when combined, create meaningful and enjoyable teaching media for students. First, it gives chances for students to speak up using English without interruption. Second, there is enough time for

⁶⁶ Susan Gunelius, *Blogging ALL-IN-ONE for Dummies*, 2nd edn (New Jersey: John Wiley and Sons, 2012).

students to arrange what they want to deliver in their vlogs. Third, students can vlog in anywhere and at any time convenient for them to record themselves and speak their opinions.

5. Students' Creativity

Creativity is one of the most important skills in the twenty-first and is central to teaching in higher education⁶⁷. Tardif and Sternberg (1988) dissect creativity into its parts, namely processes, people, and products, as well as many studies examining creativity along these lines⁶⁸. The creative process takes time and a search through the problem space. The definition given by Bruner (1962) is that creativity is an act that produces an effective surprise. The product or creative process makes a lot of sense once the evidence is produced. Teachers must provide creative learning processes and introduce innovative teaching methods by prioritizing activity-based learning and supporting experiential and

⁶⁷ Isa Jahnke, Tobias Haertel, and Johannes Wildt, 'Teachers' Conceptions of Student Creativity in Higher Education', *Innovations in Education and Teaching International*, 54.1 (2017), 87–95 <<https://doi.org/10.1080/14703297.2015.1088396>>.

⁶⁸ Theodore Lewis, 'Creativity - A Framework for the Design/Problem Solving Discourse in Technology Education', *Journal of Technology Education*, 17.1 (2005), 35–52 <<https://doi.org/10.21061/jte.v17i1.a.3>>.

observational learning⁶⁹. sometimes, creativity comes from conditions, as Cropley (2005) stated. These conditions encourage thinking, which is an inherent link between educational design and creativity⁷⁰.

The current era, especially in online teaching and learning, requires a process to support student creativity⁷¹. Creativity plays a strong role in becoming a primary research area in educational technology. Such research can address pressing needs, including creative assessment methods, additional instructional activities that are good precursors of students' creative performance, development activities that enhance teacher competence in teaching design/problem-solving⁷². There are classroom experiences that allow students of all ages to grapple with mystery, fun, and the process of "creating" when working on creative products⁷³.

⁶⁹ Duli Pllana, 'Creativity in Modern Education', *World Journal of Education*, 9.2 (2019), 136 <<https://doi.org/10.5430/wje.v9n2p136>>.

⁷⁰ David Cropley and Arthur Cropley, 'Recognizing and Fostering Creativity in Technological Design Education', *International Journal of Technology and Design Education*, 20.3 (2010), 345–58 <<https://doi.org/10.1007/s10798-009-9089-5>>.

⁷¹ Hsin-chou Huang, 'Effects of Smartphone-Based Collaborative Vlog Projects on EFL Learners' Speaking Performance and Learning Engagement', *Computer-Assisted Language Learning*, 37.6 (2018), 1788–1807 <<https://doi.org/10.4018/978-1-5225-7663-1.ch086>>.

⁷² Lewis.

⁷³ Judith B. Alter, 'Experiencing Creating and Creativity in the Classroom', *The Journal of Creative Behavior*, 25.2 (1991), 162–68 <<https://doi.org/10.1002/j.2162-6057.1991.tb01366.x>>.

In this study, the learning process in the online speaking class provided a hands-on experience that experienced and tested creativity through YouTube vlogging. The learning process gives the task of making a creative video that will be measured in verbal language, performance, and video editing, such as the development of educational technology, especially online learning.

6. Classroom Speaking Activities

Students need engaging and communicative activities in learning English speaking⁷⁴. There are several widely used categories of the activities. According to Harmer (2007) they are discussion, acting from the script, communication games, prepared talks, questionnaires, simulation, and role play⁷⁵.

a. Acting from a script

Acting from a script is an action that teachers can use to improve students' speaking skills. In drama scripts, students have to do actual acting roles. Teachers can use it to improve student's language skills and confidence⁷⁶. We can ask students to act out drama scenes from textbooks or

⁷⁴ Mohammed Iqram Hossain, 'Teaching Productive Skills to the Students: A Secondary Level Scenario', *A Thesis*, 2015, 1–90.

⁷⁵ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth (Pearson Longman, 2007).

⁷⁶ Hossain.

from dialogues they have written themselves and then record their performances on video.

- 1) Drama Script: when working on a drama from a drama script, students have to act it out as a real act. In other words, we need to help them read the script as if we were a theater director, paying attention and directing the appropriate stress, intonation, and word speed so that they are able to act with good and correct dialogue. This activity means that every line of the word they say will have a true meaning. By giving students this kind of practice before they perform, teachers should be able to ensure that acting is a learning and language-producing activity. Laura Miccoli cites this play as a major feature of her work with her adult students. In the early stages, the activities carried out include relaxation, breathing exercises, and releasing laughter. In the intermediate stage, they exercise emotions, physical actions, gestures, and how to express tears when they are sad and laugh when they are happy. Finally, in the presentation stage, they show the results of compiling a script that they made by themselves. He found that using the drama method in the classroom and then asking students to write it down in their portfolios was motivating and provided a

transformative and emancipatory learning experience (Miccoli 2003: 128). According to Mark Almond (2005:10-12), drama also helps students to increase self-confidence, think based on the context, develop students' empathy for each other's character, involve students in solving a problem, and engage them as whole people (marrying emotional and intellectual characteristics of their personalities). He also shows that drama can train gestures, facial expressions, eye contact and movement, proxemics, and prosody.

- 2) Acting out dialogues: when the drama performance starts, there will be a time to choose who will present first in front of the class. The teacher should not select the shyest student first. Teachers need to create a supportive classroom atmosphere. Teachers need to give students some preparation time to practice their dialogue before performing it. If teachers give students preparation time to work on their dialogues, they will show their best performance and be well prepared.

b. Communication games

Games can stimulate motivation and the learning process, and students get very engaged in games. Some games are suitable for university students in studying

English as their foreign language⁷⁷. Many communication games can be used to get students to speak quickly and fluently, such as:

- 1) Information gap games: many games rely on information gaps: one student must talk to his or her partner to solve a puzzle, draw a picture (describe and draw), put things in the correct order (draw and arrange), or find similarities and differences between pictures.
- 2) Twenty Questions: the team leader thinks of an object and tells the team about it, whether it is an animal, plant, or mineral, or a combination of the three. The team had to figure out what the object was, asking only yes/no questions, what kind of color is red? or is it in the room? They get points if they guess the answer correctly from the 20 questions.
- 3) Just a moment: Each participant must speak for 60 seconds about the topic given by the chairperson without repetition or deviation. Deviation means language errors and deviating from the topic. Then the other teammates listened and then continued the topic

⁷⁷ Qiaoyan Yang, Virginia L Dixon, and D Ed, 'Application of Games in College English Teaching in China', *International Research and Review, Journal of Phi Beta Delta, Honor Society of International Scholars*, 4.2 (2015), 1.

of conversation. Everyone who talks for 60 seconds gets two points.

- 4) Call my bluff: it involves two teams. Team A is given a word that the rest of the team doesn't know. Team A made two definitions, namely the definition of wrong and right. They read out their definitions, and Team B had to guess which one was correct. Now Team B is given the word and reads out three definitions of their word (one true and two false), and Team A has to guess.
- 5) Fishbowl: two students talk about any topic they like, but with a prearranged clue, one of them must reach into the fishbowl and pull out one of the many previously written papers. They must immediately make a conversation based on the paper they choose.

c. Discussion

The discussion method is one of the applicable teaching methods utilized by university lecturers (McKeachie & Svinicki, 2006) to promote learning⁷⁸. Discussions range from highly formal whole group staged events to informal small group interactions.

⁷⁸ Khalid Abdalbaki and others, 'The Use of the Discussion Method at University: Enhancement of Teaching and Learning', *International Journal of Higher Education*, 7.6 (2018), 118–28 <<https://doi.org/10.5430/ijhe.v7n6p118>>.

- 1) Buzz Groups: these can be used for any kind of discussion. For example, we might want students to predict the content of a reading text, or we might want them to talk about their reactions after reading it. We may want them to discuss what to include on a newscast or have a quick conversation about the right type of music for a wedding or party.
- 2) Instant commentary: another way to train students to respond fluently and immediately is by incorporating instant commentary mini activities into the lesson. This activity involves showing them photos or introducing a topic at each lesson stage and nominating students to say the first thing that pops into their heads.
- 3) Formal debate: Students prepare arguments for or against various propositions in a formal debate. When the debate begins, those appointed students as panel speakers produce well-rehearsed written arguments, while others, the audience, participate as the debate progresses with their own (less scripted) thoughts on the subject.
- 4) Unplanned discussions: some discussions just happen in the middle of learning. They don't prepare the topic from the teacher before. However, if encouraged, they can provide some of the most enjoyable and productive

talks in language classes. Their success will depend on our ability to push and push and, perhaps, change our attitude towards mistakes and errors from one minute to the next. On the other hand, pre-planned discussions depend on their success in asking students to approach the task at hand.

- 5) Achieving consensus: one of the best ways to encourage discussion is to provide activities that force students to make a decision or consensus. So that they have to choose an alternative from which problems arise. An example of this kind of activity is when students are faced with the problem of students cheating. Then they must determine what punishment is appropriate and the reasons for the decision.

d. Questionnaires

The questionnaire is helpful to improve students' speaking ability because it has been planned before. They must study all the topics that will be covered in class to ensure that both the questioner and the respondent have an answer to say to each other. Students can design the form of a questionnaire on the appropriate topic. Then the teacher will design the results of the design. The success of this activity depends on the design prepared by the teacher. Teachers can act as resources, assisting them in

the design process as they do so. The results obtained from the questionnaire can be used as the basis for written works, discussions, or talks. The conversation uses certain expressions that must be used to present the results of the questionnaire.

e. Simulation and roleplay

Simulations and roleplaying significantly affect communication and academic skills and improve students' pedagogic competence and communication patterns in the learning process ⁷⁹. Many students get the benefit significantly from the simulation and roleplaying methods. Students simulate encounters such as business meetings, interviews, conversations in upper cabins, hotel lobbies, shops, or cafeterias as if they were doing them in the real world. They can act out different simulations of themselves or take on the role of the same character altogether and express the thoughts and feelings of the role they are playing. When students simulate these roles that they have not done before, we call the simulation a role play. Simulations and roleplaying games can also improve general oral fluency or train students in situations where

⁷⁹ Karina Muratovna Amirkhanova and Natalia Nikolaevna Bobyрева, 'Communication in Training Future Efl Teachers: Simulation and Roleplay in the English Classroom', *International Journal of Higher Education*, 9.8 (2020), 7–12 <<https://doi.org/10.5430/ijhe.v9n8p7>>.

they are learning English for a specific purpose (ESP). When students do simulations and roleplay, they need to know clearly the situation to be played. They need to be given enough information about the background of the role so that they can prepare for the role well. Of course, we allow them to do as creatively as possible according to their plans. However, they may find it difficult if they barely have enough information about the roles to play.

f. Prepared Talks

In prepared talks, the subject is determined in advance, information is collected, necessary research is done, and the message to be given or the main idea to be emphasized is created⁸⁰. One popular type of activity is prepared-talk, where students talk about a pre-prepared topic of their own choice. Such talks are not designed for informal and spontaneous conversations because they are prepared. They have to write the text that will be delivered in front before the performance. However, suppose students can not memorize all the previously prepared texts. In that case, they are still possible to speak from small notes from the script. For students to benefit from doing oral presentations, we need to invest time in the

⁸⁰ Berker Bulut, 'Rating Scale Development Study for the Evaluation of the Prepared Speeches', 17.2 (2021), 0–2 <<https://doi.org/10.29329/ijpe.2020.332.27>>.

procedures and processes involved. First of all, the teacher gives time and helps them to prepare the talk so that they can do the exercises before the performance. This activity can be done in pairs or in small groups first. Before that, the teacher should mention the criteria of good performance so that the listeners in each pair can give feedback on what the speaker said. The presenter will present the best performance according to the criteria.

When a student makes a presentation of the results of his preparation, other students need to listen to his friend's presentation well to provide feedback. This activity involves students asking follow-up questions about the topics presented. The bottom line is that presentations should involve active listening as well as active speaking. Feedback can come from the teacher, students, or a combination of both. Students who have made oral presentations get the opportunity to analyze what they have done, and this feedback must be done in every performance so that all students do it better.

Those are activities that teachers can use to improve students' speaking ability. Teachers can choose the activity that is related to the lesson. Besides, they must consider the condition of the students and the materials that will be taught. The writer elaborated on one of the research activities in current

conditions and situations, and it is prepared talks connected to YouTube vlogging. In this activity, students prepare the script to present it in a video recording. They have to prepare it really well because the teacher and the public correct it. The better the video making, the better feedback is received. All activities are great in some conditions and can be used as a way to measure how far students can speak, say and express their feeling in English.

7. Online Learning

Education currently is in which instruction and content are delivered primarily over the Internet⁸¹. Institutions of higher education are to incorporate diversity into learning using cultural localization, which is defined as a holistic restructuring of a product that integrates values, ideals, and preferences of learning of a target population⁸².

Recommendations include knowledge sharing, collaboration, providing various forms of assistance (FAQ, telephone numbers, etc.), providing clear expectations, allowing direction on assignments, and incorporating

⁸¹ J Watson, 'Keeping Pace with K-12 Online Learning 2005', *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)*, 2005, 131 <<http://eric.ed.gov/PDFS/ED489514.pdf>>.

⁸² Catherine McLoughlin and Ron Oliver, 'Designing Learning Environments for Cultural Inclusivity: A Case Study of Indigenous Online Learning at Tertiary Level', *Australasian Journal of Educational Technology*, 16.1 (2000), 58–72 <<https://doi.org/10.14742/ajet.1822>>.

Indigenous perspectives in the learning process. Luyt (2013) asked professors to use culturally diverse texts and themes in online classes⁸³. He also writes about his experience of providing a platform for students to share common stories to help develop a social presence. It is defined as a measure of the sense of community that students experience in an online environment⁸⁴. Vogel (2011) emphasizes the need to Indigenize online learning, particularly in the realm of oral traditions⁸⁵. Oral traditions or storytelling are part of many indigenous cultures and can be incorporated into online classes through YouTube lectures, reflection after each learning experience, allowing users to post spoken messages on discussion boards rather than written ones, and allowing students to share their experiences. In addition, although Western societies tend to emphasize personal goals, many cultures in these societies are communal and thus place more

⁸³ Ilka Luyt, 'Bridging Spaces: Cross-Cultural Perspectives on Promoting Positive Online Learning Experiences', *Journal of Educational Technology Systems*, 42.1 (2013), 3–20 <<https://doi.org/10.2190/et.42.1.b>>.

⁸⁴ Chih Hsiung Tu and Marina McIsaac, 'The Relationship of Social Presence and Interaction in Online Classes', *International Journal of Phytoremediation*, 21.1 (2002), 131–50 <https://doi.org/10.1207/S15389286AJDE1603_2>.

⁸⁵ Linda R Vogel, 'Online Learning and the Oral Tradition: An Examination of the Strengths and Challenges of an Online Native American Leadership Preparation Program', *Online Submission*, 2011, 1–23.

importance on relationships than individual achievement⁸⁶. The Native American community provides one such example, and online educators should pay attention and design their courses accordingly..⁸⁷

Online or electronic learning (E-learning) has become an important aspect of providing educational materials around the world. However, the extent to which it is used differs from place to place. Using email in communication and E-books in teaching has become a common practice in most universities⁸⁸. However, technology has not replaced the traditional teacher-class-student form of teaching. Indonesia universities are starting to adopt online learning in their teaching plans by setting up institutes and colleges to change the shape of learning. The implementation of online learning has been the focus of the Indonesian Ministry of Education. A number of studies have discussed the effectiveness of online learning and asked whether students prefer it over face-to-face learning.

⁸⁶ Manuela Aparicio, Fernando Bacao, and Tiago Oliveira, 'Cultural Impacts on E-Learning Systems' Success', *Internet and Higher Education*, 31 (2016), 58–70 <<https://doi.org/10.1016/j.iheduc.2016.06.003>>.

⁸⁷ Hunt and Oyarzun.

⁸⁸ Safiyeh Rajae Harandi, 'Effects of E-Learning on Students' Motivation', *Procedia - Social and Behavioral Sciences*, 181 (2015), 423–30 <<https://doi.org/10.1016/j.sbspro.2015.04.905>>.

8. Teaching in Online Speaking Class

Teaching is an activity involving teachers and students in a certain place such as classroom and outdoor to interact and socialize with their environment. Teaching activity has been evolved widely into some form and invented terms in teaching activity. Teaching is defined as clear systematic step-by-step instruction, good organization of information, well-delivered presentation, multifaceted teaching, and active class discussion and participation (Alhija, 2017; Allan et al., 2009; Helterbran, 2008)⁸⁹.

The customary term done in previous teaching activity is called the offline class or offline teaching in which teacher and students are in the same place. Then appear a term that is fully done virtually called online teaching. Canale and Swain defined the term as a strategic competence as 'coping' when a speaker encounters communication difficulties⁹⁰. These difficulties could be due to limited competence in either grammatical or sociolinguistic skills. Bachman changed the definition of strategic competence to 'a general ability, which

⁸⁹ Connie Chuyun Hu, 'Understanding College Students ' Perceptions of Effective Teaching', 32.2 (2020), 318–28.

⁹⁰ Michael Canale and Merrill Swain, 'Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing', *Applied Linguistics*, 1.1 (1980), 1–47 <<https://doi.org/10.1093/applin/1.1.1>>.

enables an individual to make the most effective use of available abilities to carry out a given task⁹¹.

Teaching online means conducting a course partially or entirely through the internet, either on the Web or through mobile apps that allow one to manipulate the online course element⁹². This term is currently used completely to conduct the learning process at all educational levels, which has marked distinction from offline learning. Then, the purpose of teaching speaking is oral fluency that is the ability to express oneself intelligibly, reasonably, and accurately without undue hesitation⁹³. Many language learners ascribe speaking ability as the essential skill they can attain, and they assess their improvement in terms of their accomplishments in spoken communication. There are three areas of knowledge that language learners need to recognize⁹⁴.

⁹¹ Lyle F. Bachman, *Fundamental Considerations in Language Testing, Teaching Listening and Speaking in Second and Foreign Language Contexts* (Oxford University Press, 1990) <<https://doi.org/10.5040/9781350093560.ch-003>>.

⁹² Susan Co and Steve Rossen, *Teaching Online*, 4th edn (New York: Routledge, 2017) <<https://doi.org/10.4324/9780203427354>>.

⁹³ Muhammad Nafi Annury, 'The Impact of Structural Competence towards Speaking Competence of the Fourth Semester Students of English Department', *Register Journal*, 6.2 (2013), 53–76 <<https://doi.org/10.18326/rgt.v6i2.53-76>>.

⁹⁴ Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 'Factor Effecting Students ' English Speaking Skills', *British Journal of Arts and Social Sciences*, 2.January 2011 (2016), 35–50.

- a. Mechanics (pronunciation, grammar, and vocabulary) focus on how to speak correctly with the right pronunciation in the right order.
- b. Functions (interaction and transaction) in which understanding the message is not required (relationship building/interaction) and knowing clarity of message is essential (information exchange/transaction).
- c. Social and cultural rules and norms (relative roles of participants, rate of speech, turn-taking, length of pauses between speakers) mean understanding the topic to what are people talking about in what matters, what case, and for what reason.

In the communicative language teaching model, teachers allow their students to improve their knowledge by giving authentic and innovative practice that students apply to real conversations with their friends. Teachers help their students develop the ability to produce logically connected sentences and grammatically correct related to specific contexts and use acceptable pronunciation.

9. YouTube Vlogging in Online Speaking Class

According to Nikitina (2009), the convergence of technology and pedagogy of education has a great potential to make teaching and learning experiences rich, memorable, motivating, and enjoyable for both the learners and their

teachers⁹⁵. The use of technology is needed to support online classes, especially in English speaking. Teachers also need to provide a fun learning process supporting technology in education. Vlogs facilitate EFL learners to practice their speaking skills outside the classroom⁹⁶. This activity is one of teaching experience in a way to create an enjoyable class besides the limited offline meeting.

Students record a video format in speaking activities and then upload it on online platforms such as YouTube, Instagram, and others. Teachers can monitor the improvement of the students speaking skills through the videos. Meanwhile, the public can also comment and suggestions to enrich the content and quality of the Vlogs. This practice can be one of the best ways to improve speaking skills outside the classroom and might be needed to cope with the recent issues of learners' willingness to speak and confidence in their speaking performance. Mostly in the classroom context, students have minimal time to practice their speaking, as teachers need to struggle with completing the syllabus, which might ignore the speaking practice. Teachers are still expected

⁹⁵ Yükselir and Kömür.

⁹⁶ Shao Ting Hung, 'Pedagogical Applications of Vlogs: An Investigation into ESP Learners Perceptions', *British Journal of Educational Technology*, 42.5 (2011), 736–46 <<https://doi.org/10.1111/j.1467-8535.2010.01086.x>>.

to use methodologies that will promote communicative competence in the classroom.⁹⁷

Thus, using vlogs can help language learners' speaking skills despite the above situations⁹⁸. The first vlogging activity that students do in online speaking class is giving tasks. The teacher conducting an online speaking class instructs how to make YouTube vlog correctly. The current material will be the main theme for creating video recordings. So the teacher has a role in the video recording process. The second is Preparation. After receiving instructions from the teacher, students prepare all things to start recording, such as making the script based on what the teacher says immediately. They need to choose the appropriate sub-theme of the task to arrange the script easily. This is an early stage to determine how the video recording runs well. If the students create the script independently, they will memorize them and ease them to speak in front of the camera.

Next is Recording Video. In the stage of video recording, usually, they will find many troubles. It needs students' creativity when facing troubles because good video

⁹⁷ Esther Somé-Guiébré, 'EFL Syllabus Design: Challenges of Implementation in Burkina Faso', *International Education Studies*, 11.6 (2018), 73 <<https://doi.org/10.5539/ies.v11n6p73>>.

⁹⁸ Beena Anil, 'Top-Up Students Second Language Talk Time through Vlogs', *Indonesian Journal of EFL and Linguistics*, 1.2 (2016), 129–43 <<https://doi.org/10.21462/ijefll.v1i2.9>>.

comes from creativity. After that, Editing and Uploading are also essential. Students are not only asked to speak up in front of a camera, but they also have to operate computers maximally in this era. It is such an effective method to make them proficient both in learning English and the technology.

The last is assessing the task. Assessing the result of the task is the last stage to do in video making. The teacher will check one by one the videos and give them feedback. The feedback comes from the teacher, but other students can also give comments to another video. So they can give feedback to each other to improve their speaking ability or the editing video.

B. PREVIOUS RESEARCHES

First, the research conducted by Seher Balbay and Selcan Kilis⁹⁹ was to investigate students' perceptions and experiences towards the use of YouTube channels. The research involved 70 students who took the compulsory Academic Speaking Skills course. At the end of the course, the researcher gave a survey of Google Sheets to the students on their perceptions of the benefits and drawbacks of the aforementioned YouTube channel. The results showed that most of the students got the benefit of the

⁹⁹Seher Balbay and Selcan Kilis, 'Students' Perceptions of the Use of a YouTube Channel Specifically Designed for an Academic Speaking Skills Course', *Eurasian Journal of Applied Linguistics*, 3.2 (2017), 235–51.

videos material on the YouTube channel. The research findings can further guide university language instructors by suggesting alternative ways to benefit from YouTube and similar online video source platforms. Based on this study, there is a gap in the platform function. This study explains how YouTube vlogging supports the learning process to the extent of watching the available videos. However, the current study focused on the students' creativity in their videos recording of the speaking performance.

Then, the research held by Mohammad Jalaluddin¹⁰⁰ tells that YouTube is a platform that has many advantages. Besides, there are also some disadvantages to using the teaching strategy by YouTube. The researcher mentions both sides comprehensively to show the reader that every method has a couple of sides. The research focused on how to conduct teaching speaking skills using YouTube videos in ESL classrooms. So, the gap available between the previous and the current study is that previous studies focus on the techniques only. The recent research focuses on the opinion and the perspective of the students.

⁷Mohammad Jalaluddin, 'Using YouTube to Enhance Speaking Skills in ESL Classroom', *English for Specific Purposes World*, 17.50 (2016) <<https://doi.org/10.4995/eurocall.2018.8599>>.

Next, research the research of Novita Lestari¹⁰¹ has purposes of knowing how students' perspective on the use of video blog to improve speaking skills and to study what student's strategies in using video blogs to improve speaking skills. The samples were five students of the Information and Technology (IT) Department at one university in Indonesia who learned English-speaking subjects. The research applied a purposeful sampling technique to get samples. The method concerned the students' perspective and strategy using video blogs, while the data came from the students' interviews and observation. The result shows that various strategies suit students' perspectives on using video blogs to improve speaking skills. Students have good English skills by using video blogs as the media to learn English. According to this research, the gap is this research focused on the strategy of the students. Besides, the current research focuses on the motivation, problem, and strategy while creating YouTube vlogging.

Finally, research arranged by Muhammad Jahid Marzuki¹⁰² tells that the objectives of this research are to find out whether the use of digital vlogs enhances the students' speaking

¹⁰¹ Novita Lestari, "Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students Perspective," *International Journal of Academic Research in Business and Social Sciences* 9, no. 1 (2019): 915–925.

¹⁰² Muhammad Jahid Marzuki, Baso Jabu, and Muhammad Basri, 'The Use of Digital Vlog Media to Enhance Students' Speaking Skill'.

skills and find out the students' perception toward the use of digital vlog media in learning English speaking. This research employed a quasi-experimental design. This research used random sampling. The students' speaking skills data deals with the three criteria for assessing the speaking test: accuracy, fluency, and comprehensibility. These data were analyzed using descriptive and inferential statistics. It shows the gap that this research is conducted to know the effectiveness of the method, and the current research is to know the opinion and perception of the students.

The gap that can be concluded based on the previous researches is that the current research assessed the opinion of the 4th semester of English Education Department students who had conducted online learning in the Speaking course through the YouTube vlogging assignment. Making a vlog can naturally transform students from passive learners to active knowledge generators as a creative assignment. This online t shows the students' speaking performance through the videos uploaded on their YouTube account. This current research collects the data through online interviews directly to get more comprehensive data. So there are some gaps between the previous and the recent study as it is an assignment conducted in online learning.

C. CONCEPTUAL FRAMEWORK

According to Rakhmanina and Kusumamingrum (2017), vlogging projects can develop language learners' speaking skills, communication skills, and also their creativity¹⁰³. Dr. Anil (2016) also added that vlogs help improve students' oral skills because they are able to practice their English both inside and outside the classroom, and they can get feedback directly from the teacher, and they are able to watch videos of their friends' performances¹⁰⁴. Therefore, a Vlogging project in an English learning environment is a very good idea. According to (Thomas, 2009), making videos online gives learners the opportunity to practice their language skills which keeps them involved in the process.

The conceptual framework is a perspective that provides a framework for promoting language science and learning, and language design principles, which describe specific guidelines for developing teaching materials to promote such learning¹⁰⁵.

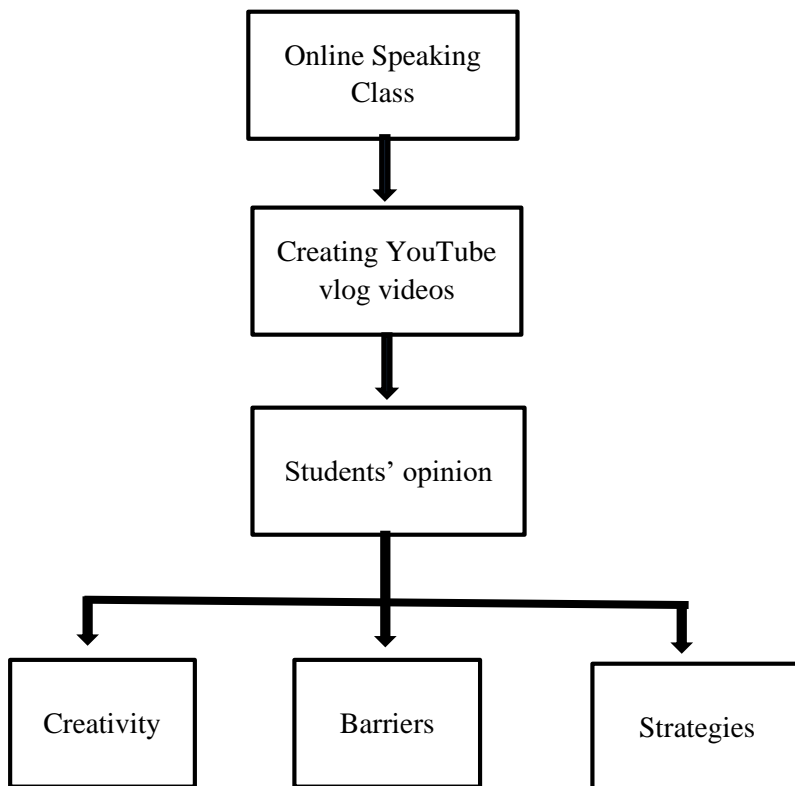
¹⁰³ Lisa Rakhmanina and Dian Kusumaningrum, 'The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation', *Proceedings of ISELT FBS Universitas Negeri Padang*, 5.0 (2017), 2017 <<http://ejournal.unp.ac.id/index.php/selt/article/view/7980>>.

¹⁰⁴ Beena Anil, 'Top-Up Students Second Language Talk Time through Vlogs', *Indonesian Journal of EFL and Linguistics*, 1.2 (2016) <<https://doi.org/10.21462/ijefll.v1i2.9>>.

¹⁰⁵ Okhee Lee and others, 'Science and Language Integration with English Learners: A Conceptual Framework Guiding Instructional Materials Development', *Science Education*, 103.2 (2019), 317–37 <<https://doi.org/10.1002/sc.21498>>.

They also emphasized that design principles are applied through general-purpose strategies for teaching English language learners. This goal is obtained after going through the learning process, which finally gets feedback and perspectives from the learner about the language teaching design. The process of this framework can be seen below.

This framework shows how the students learn in the online speaking class.



CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study including the research design, research setting and time, data source, participants, and techniques of data analysis.

A. Research Design

In order to obtain and focus on the data collection intensely, the researcher conducted the study using a qualitative research design. Qualitative research is holistic (Mason 2002¹⁰⁶; Creswell 2014¹⁰⁷), inductive (Earl 2008¹⁰⁸; Creswell 2014¹⁰⁹), and natural (Seliger and Shohamy 1989¹¹⁰; Creswell 2009¹¹¹). It means that the social realities which become the object of the research cannot be separated; and that they should be analyzed and explained in a single theme. The theme in this study is the YouTube vlogging in online speaking class as the means to improve speaking skill for university students. It is one of social

¹⁰⁶ Jennifer Mason, *Qualitative Researching*, Second (London: SAGE Publication, 2002).

¹⁰⁷ John W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*, 4th edn (Los Angeles: SAGE Publication, 2014).

¹⁰⁸ Earl Babbie, *The Basics of Social Research*, Fourth (United States: Thomson Wadsworth, 2008).

¹⁰⁹ Creswell.

¹¹⁰ Herbert W. Seliger and Elana Shohamy, *Second Language Research Methods, Qualitative Report Elana Shohamy* (Oxford University Press, 1989).

¹¹¹ Creswell.

issues that the researcher observed as the main object in this research. Also, there is no generalization of the conclusion. The theory is constructed through the inducted method by first observing aspects of social life and then seeking to discover patterns that may point to relatively universal principles in findings (Earl 2008¹¹²).

Moreover, there is no manipulation of any treatment in the process (Creswell 2014¹¹³). As in this research, the process run naturally without any manipulation data. The data was taken from real process from the participants in the same institution. It is also proved by the collected data and the documentation during the data collection. In addition, qualitative research emphasizes the process other than product, meaning behind the fact, natural and realistic aspects (Tarigan 1993; Sugiyono 2006¹¹⁴). In other words, it refers to data collection process where the researcher as a key instrument develops theory; and that, qualitative data, as written by Neuman (2014)¹¹⁵, involve documenting real events, recording what people say, observing specific behaviors,

¹¹² Babbie.

¹¹³ Creswell.

¹¹⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013).

¹¹⁵ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edn (United States: Pearson Educated Limited, 2014) <<https://doi.org/10.2307/3211488>>.

studying written documents, or examining visual images¹¹⁶. Also, it refers to the meanings as the result of thinking, associating and interpreting, characteristics, facts, symbols, and descriptions of things (Berg 2001)¹¹⁷. All the result in the research are documented online naturally in the chat during the data collection. The process of collecting data is important as the beginning of interpreting and defining the result. It shows how the process run naturally without manipulation. Nevertheless, other aspects like definitions, concepts, and theories are also important for scientific inquiry domains.

Qualitative research is a study for understanding the individuals or groups which is caused to a human or social problem. The process of research involves combining questions and procedures. The data is typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data¹¹⁸. As it was conducted in this research, the researcher collected the data through interviews by combining questions and procedures and based on the students' perceptions. It is also stated that qualitative techniques allow researchers to

¹¹⁶ Neuman.

¹¹⁷ Bruce L. Berg, *Qualitative Research Methods for the Social Sciences*, Fourth (Boston: Pearson, 2001) <<https://doi.org/10.1093/oso/9780190931445.001.0001>>.

¹¹⁸ Creswell.

share the understandings and perceptions among others and to investigate how people structure and give meaning to their daily lives¹¹⁹. This phenomenon is truly based on the participant's current situation on how their point of view and perception of particular issues. In addition, qualitative research allows researchers to get at participants' inner experiences, determine how meanings are formed through and in culture and discover rather than test variables¹²⁰.

This kind of method is used to research the object's condition naturally, as it was conducted in this research. The main instrument of this research was interviews and the researcher itself. Based on Beverley Hancock, qualitative research is concerned with developing explanations of social phenomena¹²¹. In this study, the researcher explained the result of the research as the data collected objectively. The researcher provides the explanations of the conducted research comprehensively prepared as well to show the genuine of the research as natural research.

¹¹⁹ B. L. Lune, H. & Berg, *Qualitative Research Methods for the Social Sciences*, Pearson Education Limited, 2017.

¹²⁰ Nic Beech, 'Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, 2nd edn', *Management Learning*, 31.4 (2000), 521–23 <<https://doi.org/10.1177/1350507600314007>>.

¹²¹ Beverley Hancock, *Introduction to Qualitative Research* (Nottingham: TRENT FOCUS GROUP, 1998) <<https://doi.org/10.4324/9781315539829-7>>.

Furthermore, the researcher used one class as the subject of the research. The research was conducted on fourth-semester students of the English Education Department in UIN Walisongo Semarang. The observation was applied during the treatments to investigate the students' activities and constraints in the learning English speaking process. Besides, The interview was conducted to know students' responses and opinions about YouTube Vlogging in online speaking class.

B. Research Setting and Time

This research was conducted on July 13th-16th, 2021, with the English Education students of UIN Walisongo Semarang online on the WhatsApp application. The research was taken online because of the condition of the pandemic era. The setting and time suited to the participants' conditions which they had their different activity schedules. The researcher also got improvised during the interview to complement the aimed answers.

C. Participants

The research participants are the fourth-semester students of the English Education Department of UIN

Walisongo Semarang, of which 11 of 38 students were taken from B class as the sample. The sample of this research was taken randomly from the students who took the advanced speaking class in the previous semester. Random sampling is used on those occasions when processing the entire dataset is not necessary and is considered too expensive in terms of response time or resource usage¹²². This sampling aims to assist the researcher in overcoming the limitations that the researcher can encounter in the field, such as the population being too large or the range being too wide so that it is not possible to collect data on the entire population. It can reduce bias or tendency in favor of certain population members and can detect standard errors in research. Furthermore, constrained in terms of limited human resources, time, and cost, and the whole population is uniform so that it can be represented by several samples to be taken. This research aims to know the different opinions among them about YouTube vlogging in online speaking class.

¹²² F Olken and D Rotem, 'Simple Random Sampling From Relational Databases', *12th International Conference on Very Large Databases*, 1986 <<https://cloudfront.escholarship.org/dist/prd/content/qt9704f3dr/qt9704f3dr.pdf>>.

D. Techniques of Collecting Data

The data was taken from the result of the interview and documentation during the process of study.

1. Interview

An interview is an important qualitative research method in which the researcher collects data directly from the participants¹²³. This study conducted interviews with 11 fourth-semester students of the English Education Department of UIN Walisongo Semarang. The data used the semi-structured interview to get the information of the students. The semi-structured interview conducts a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions. The semi-structured interview and the open-ended nature of the questions will determine the topic under investigation, as it provides an opportunity for the interviewer and interviewee to discuss some topics in more detail¹²⁴. If the interview is answered briefly, the interviewer can ask further questions to get another explanation. The questions of this research also

¹²³ Nayeem Showkat, Huma Parveen, and Huma Parveen NayeemShowkat, 'In-Depth Interview Review View Project Mass Communication Theory View Project M30-In-Depth Interview P2-Communications Research Quadrant-I (e-Text) M30-In-Depth Interview P2-Communications Research Quadrant-I (e-Text)', July, 2017 <<https://www.researchgate.net/publication/319162160>>.

¹²⁴ The Nihl, 'Using Interviews in a Research Project', *National Institute for Health Research*, 2009, 40 <www.rds-eastmidlands.nihr.ac.uk>.

contain more why and how questions. It aimed to get explanations from the participants clearly through the one-on-one interview, and sometimes it needed to improve the question based on the participants' answers.

The interview of this research was conducted through WhatsApp chat as one of the online learning media held today. In the fourth semester of the English Education Department, students of UIN Walisongo were interviewed to know their opinion, motivation, preparation, difficulties, and solution during YouTube vlogging in online speaking class. Therefore, a semi-structured interview was conducted to collect data of the research to get the information comprehensively. Then, the researcher transcribed the data gained in the interview in the form of an interview transcript in the appendix chapter.

2. Documentation

The documentation is collected to support the data. The researcher captures the screen in each action in the research process using screenshots as the documentation. The main research process is the interview conducted to collect data. Because the interviews were conducted online through the WhatsApp platform, the interview process of each participant was captured as documentation.

CHAPTER IV

RESEARCH FINDINGS

This chapter discusses the data that was collected during the interview process. The first analysis focuses on the students' creativity; the second analysis represents the result of the students' opinion; the third analysis shows the students' barriers; and the last analysis describes the students' strategy.

A. University Students' Creativity on YouTube Vlogging in Online Speaking Class

This section describes the university students' creativity on YouTube vlogging in online speaking class to support their speaking performance. Based on the interview result, the YouTube vlogging created by students showed the creativity on how students edit the video, improve their speaking, and show their best performance on the video recording. Before recording YouTube vlogging, all students planned and prepared their performance to ensure that their videos would be recorded well. Preparation and planning are important in video making to give the best performance also to get the high score in the task of speaking class. Pre-task preparation, whether through strategic planning or rehearsal, might be argued to impact task performance in terms of improved access to second language

resources¹²⁵. Preparation shows how well their creativity in making a good video to post. Some preparations and planning they do before recording the YouTube vlogging video based on the interview are answering questions of:

“Do you prepare your performance before vlogging? What do you prepare before vlogging?”.

Some preparation to support a good video are:

1. Making transcript and script

It is an essential preparation for students to do this, in order to make a good result during speaking because the script is how the process will be talked about. If the students have already made the plot. They just talked about what have been made before. This point is according to the interview result of the participants. The underlined expression shows the point in making transcript and script, as follows:

Akmali *Prepare transcripts and cameras.*

Munir *Write a script and then memorize it.*

Nancy *Membuat scenario video vlogging,*
membuat teks yang akan digunakan,
aplikasi editing hp n laptop, pemilihan

¹²⁵ Craig Lambert, Scott Aubrey, and Paul Leeming, “Task Preparation and Second Language Speech Production,” *TESOL Quarterly* 55, no. 2 (2021): 331–365. <https://doi.org/10.1002/tesq.598>.

backsound, media untuk taking video yang jelas dan bagus, tapi seadanya saja.

2. Outlining the material and listing some points

Some students make an outline and list some points to ease them in delivering speech in YouTube vlogging. It acts as a guide to effectively sequence information and ensure to touch on all the main points. Outlining allows the students to ensure the speech flows smoothly. They use an outline as a tool for delivery of extemporaneous speaking. It can be seen in the interview answer below:

Ulfa *Maybe it is based on the content. If the content has a relation with an assignment, I have to prepare it but just make an outline and I should improve it on the video. And if the content has not relation with an assignment, I will practice speaking with improvement.*

Fatimah *Biasanya sebelum Vlogging saya mempersiapkan laptop/hp untuk membuat rekaman, earphone, dan juga materi-materi (biasanya dalam bentuk outline nya saja), terkadang juga mempersiapkan/berlatih cara pelafalan vocabulary Yang baik Dan*

benar terlebih dahulu sebelum membuat video.

Fina *Yes, I do. Before doing vlogging I have to prepare myself. I have to make a list of what I have to do and practice speaking in front of the mirror so that when taking videos. it can run smoothly and look natural.*

Wahyuni *Something that I prepare like, what will I discuss in my video, and the important point that I should talk in my video.*

Arina *Yes, I do. The main thing that I prepare before vlogging is the content that I will vlog. I always study the material that I will convey. I also outline the material that I will present.*

3. Setting devices and supporting tools

According to the interview, some students think that mobile phones, camera, laptop, supporting application, etc, are important things to prepare before recording video. They are the main media to process the video as the product to upload in YouTube. They prepare all of this based on their creativity to serve such an interesting video result. This opinion can be seen in the transcript as follows:

Akmali *Prepare transcripts, cameras*

- Nancy *Membuat scenario video vlogging, membuat teks yang akan digunakan, aplikasi editing hp n laptop, pemilihan backsound, media untuk taking video yang jelas dan bagus, tapi seadanya saja.*
- Fatimah *Biasanya sebelum Vlogging saya mempersiapkan laptop/hp untuk membuat rekaman, earphone, Dan juga materi-materi (biasanya Dalam bentuk outline nya saja), terkadang juga mempersiapkan/berlatih cara pelafalan vocabulary Yang baik Dan benar terlebih dahulu sebelum membuat video.*

4. Learning the vocabulary

Vocabulary as the fundamental component in speaking needs to be arranged before performing speech. It is important to learn and look for the appropriate vocabulary in arranging script during the preparation. The importance of vocabulary language as “Vocabulary is not an end itself. A rich vocabulary makes the speaking skill easier to perform.” So, by mastering vocabulary learning one can concentrate fully on other advanced levels and features of developing English ability. The students also prepare and learn the vocabulary before speech as it follows from the interview answers below:

- Dinda *Yeah, I learn vocabularies that I don't know previously.*
- Fatimah *Biasanya sebelum Vlogging saya mempersiapkan laptop/hp untuk membuat rekaman, earphone , Dan juga materi-materi (biasanya Dalam bentuk outline nya saja), terkadang juga mempersiapkan/berlatih cara pelafalan vocabulary Yang baik Dan benar terlebih dahulu sebelum membuat video.*
- Arina *In this section, I usually choose the right diction or vocabulary in writing sentences that I will deliver later.*

5. Practicing expression

Practicing is one of important part in doing speech or prepared talk. Some students practiced their intonation, gestures, volume, and expression to. They did some practices in front of mirror to show how well they present their performance. This is opinion shows in the transcript below:

- Arina *Yes, I do. The main thing that I prepare before vlogging is the content that I will vlog. I always study the material that I will convey. I also outline the material that I will*

present. In this section, I usually choose the right diction or vocabulary in writing sentences that I will deliver later. Then I check grammar, find out how to pronounce words correctly, and remember or memorize all the outlines that I have made. In addition, I also prepared important points in speaking. Such as intonation, gestures, volume, and facial expressions. In this case, I usually do some testing before vlogging. Until the points mentioned above are good and I also understand the material that will be delivered.

Fina

Yes, I do. Before doing vlogging I have to prepare myself. I have to make a list of what I have to do and practice speaking in front of the mirror so that when taking videos. it can run smoothly and look natural.

6. Memorizing materials

During the preparation, memorizing was also important to make a good performance. Students memorized vocabulary, material, and the outline that they already made before. The more memorizing they could remember, the

better performance they could give. This statement can be seen as follows:

Arina *Yes, I do. The main thing that I prepare before vlogging is the content that I will vlog. I always study the material that I will convey. I also outline the material that I will present. In this section, I usually choose the right diction or vocabulary in writing sentences that I will deliver later. Then I check grammar, find out how to pronounce words correctly, and remember or memorize all the outlines that I have made. In addition, I also prepared important points in speaking. Such as intonation, gestures, volume, and facial expressions. In this case, I usually do some testing before vlogging. Until the points mentioned above are good and I also understand the material that will be delivered.*

Kamala *I do a lot of memorizing, but I also do some improvising. It all depends on my mood.*

Munir *Write script and then memorize it.*

7. Improvising during recording

Some students told that memorizing is important, but improvising is also needed. They did both to give their best performance. Because sometimes, the content had no relation with the assignment and in sudden they had to make improvisation during the recording. They mentioned it in the interview below:

Kamala *I do a lot of memorizing, but I also do some improvising. It all depends on my mood.*

Ulfa *Maybe it based on the content. If the content has a relation with an assignment, I have to prepare it but just make an outline and I should improve it on the video. And if the content has not relation with an assignment, I will practice speaking with improvement.*

In conclusion, each student has a different kind of preparation to get the best video result based on their creativity. They not only focus on the speaking ability but also on how to produce a good video for the public by doing their way to create the best video. The better preparation and creativity they make, the better result they get.

B. University Students' Opinion on YouTube Vlogging in Online Speaking Class

Based on the interview of 11 English Education students of UIN Walisongo Semarang, the researcher got some different points of view from each student. They gave their thought and opinion on how YouTube vlogging in online speaking classes affects or motivates them to learn English, especially speaking skills. The result shows that 7 of 11 students said that YouTube vlogging is a suitable method and motivates them to improve their speaking ability, especially in online speaking classes. We can see on their answers:

- Yuni *In my opinion vlogging is a best method to improve my English speaking skill, because I can practice to speaking English although I have no one to invited to communicate. With vlogging I can explore my daily activities and talk to camera using English, and that's way is very help me to improve my ability in speaking English*
- Munir *Yes, it does, because YouTube vlogging makes me to learn about how to speaking clearly and easy to understand.*
- Ulfa *I agree if vlogging task can be a suitable method to improve my English skill because we can express anything based on my passion and*

of course can make me be more confident to learning English.

Of course, it motivates me because it can increase my confidence in speaking skills, it is more fun and of course based on digital era right now.

Alfi *I think vlogging is a very suitable method to practice my speaking. Because it can also train my creativity. such as making videos, editing and uploading them.*

Yes. It's to improve my speaking skill in a more fun way, able to express myself, and increase my confidence.

Then, the rest students, 4 of 11 students thought that YouTube vlogging is a suitable method in the online speaking class but it doesn't motivate them to improve their speaking skill. They still created such a good speaking performance in video making, so the video could entertain their viewer. Their performance showed how fluent they speak, how well they explain a topic, how confidence they deliver the speech, and how to give a clear speech and easy to understand. Then, during writing the script, they also get some new insight in getting new vocabulary that is actually unfamiliar for them before, and arranging a good sentences and a good pronunciation.

The rest students who stated that YouTube vlogging is not such a suitable learning method to improve English speaking nor motivate them can be seen as the following answers below:

Akmali *I don't think so, because I'm not the type of person who doesn't really like recording activities, so I don't think it's very motivating.*

Fina *“Personally I don't like vlogging as a way to improve my speaking skills. I prefer to improve my speaking skills by watching movies or listening to music” –*

It is because they have their own way of improving their speaking ability, such as watching movies, listening to music, and doing conversation with a supportive environment. Those are more effective ways for them to improve their English speaking ability. In the other hand, their opinion doesn't mean that they don't really like YouTube vlogging and didn't respond the task seriously. Based on the students' answer:

Kamala *I don't think so. But if I get a vlogging assignment, I'm gonna be happy to do it.*

Dinda *it doesn't motivate me to increase speaking ability totally, but but a little motivation because vlogger's video is publicly published.*

They gave their disparated opinion, it's because they still thought of the other way that they liked most. They still did the given task with a good and well preparation and they're actually still little bit motivated by the method, but not the most.

C. The Barriers Faced by The University Students' on YouTube Vlogging in Online Speaking Class

Based on the conducted interview, they faced some problems during the video making of YouTube vlogging, such as vocabulary mastery, vocabulary blank, grammatical rules, and pronunciation. First, some students thought vocabulary mastery was one of the barriers to learning English speaking. August, Carlo, Dressler, and Snow (2005) stated that foreign language learners having limited vocabulary would take more time to learn and get new vocabulary items and are less able to comprehend text, and lack involvement in oral communication with their peers¹²⁶. It means that vocabulary mastery is essential in learning a foreign language, especially in English. When doing vlogging, they have preparation in writing scripts. If they lack vocabulary, they will get stuck writing the script and affect their speaking fluency. Vocabulary will measure how EFL learners master a certain language. It really affects the English speaking ability, on

¹²⁶ Raja Muhammad Ishtiaq Khan et al., "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners," *Arab World English Journal* 9, no. 1 (2020): 406–418 DOI: <https://dx.doi.org/10.24093/awej/vol9no1.28>.

how students speak English fluently. Schmitt (2008) stated that vocabulary learning is essential as it is a vital indication of language proficiency¹²⁷. It is one of the problems that the fourth-semester of English Education students of UIN Walisongo Semarang faced during the YouTube vlogging in online speaking class. They still lacked vocabulary, didn't know the vocabulary to speak, and sometimes they got vocabulary blank during the video recording. This session answers the research question of:

“What problems do you find in creating YouTube vlogging?”

As their answer in the interview, some problems they found during creating YouTube vlog are:

1. Vocabulary

This is one of the main problems that affect their fluency in speaking English. Students can't master the vocabulary instantly at one time only. It needs more memorizing and practicing in speaking daily. Memorizing vocabulary is really tiring and monotonous activity for some people, but it is part of learning new language, and we do need to do that. According to the interview, 10 of 11 students said that vocabulary is one of their problems in creating YouTube vlog, as the transcript below:

¹²⁷ Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

Akmali	<i>There's still a lot of vocabulary that I don't know.</i>
Munir	<i>Yes, I have. How to pronounce, the stress of vocabulary, how to memorize new vocabulary, and how to choose appropriate vocabulary in a sentence</i>
Ulfa	<i>I cannot find the vocabulary that I want to speak.</i>
Wahyuni	<i>There are so many vocabulary that I haven't memorized it.</i>
Nancy	<i>Pronunciation dari vocabulary baru, memang benar-benar baru saya ketahui vocabulary tertentu, dan kurangnya pengetahuan lawan bicara terhadap vocabulary baru yang akan saya gunakan.</i>
Ulfa	<i>I cannot find the vocabulary that I want to speak,</i>
Alfi	<i>The problem is not knowing a lot of difficult vocabulary.</i>
Fina	<i>I have very little vocabulary mastery.</i>
Dinda	<i>Yeah, especially uncommon vocabularies (e.g. exasperating)</i>
Arina	<i>Yes, I do. My vocabulary mastery is still low. So, there are many problems that I face</i>

in mastering vocabulary. I have 3 main problems. First, I often have difficulty speaking or understanding a sentence because there is one word I don't know the meaning of. Second, I often forget vocabulary that I already know the meaning of. So my vocabulary mastery could not improve significantly. And thirdly, I don't know how to pronounce the word correctly even though I already know the meaning of the word.

Fatimah

Iya saya memiliki masalah Dalam penguasaan kosakata, masalah Yang saya Alami Dalam penguasaan kosakata yaitu terkadang saya sering lupa dengan arti sebuah kata, terkadang juga saya tidak tahu apa arti kata tersebut., Mungkin hal tersebut dikarenakan saya kurang Dalam mempelajari/memperbanyak Dalam penguasaan kosakata Bahasa Inggris saya.

2. Pronunciation

Then, besides the vocabulary as the barrier, the pronunciation is also related to the vocabulary. Because to know the pronunciation about a word, they need to know the

vocabulary firstly. Once they get new vocabulary or just find it while translating a new word, they still need to find out how to pronounce it correctly. Pronunciation problem also plays an important role in speaking performance. This is also one of the main problems faced by the students in the speaking class. There are 7 of 11 students who said that vocabulary is a problem for them. It can be seen in the interview with the students:

- | | |
|---------|--|
| Fatimah | <i>Karena saya merasa Masih kesulitan jika melafalkan kosakata baru.</i> |
| Arina | <i>I think my pronunciation when speaking still often has errors.</i> |
| Munir | <i>I think my pronunciation still have many mistakes.</i> |
| Nancy | <i>Termasuk kurangnya, masih belepotan.</i> |
| Arina | <i>I think my pronunciation when speaking still often has errors. Because my mastery of vocabulary is not perfect, it makes it difficult for me to pronounce vocabs, especially new vocabs that I have never read or heard before.</i> |
| Fatimah | <i>Menurut saya , pronunciation saya Masih bisa dikatakan kurang baik. Karena saya</i> |

merasa Masih kesulitan jika melafalkan kosakata baru.

Ulfa *I should increase my skill on pronunciation.*

Then, 4 of 11 students don't really think about it as the main problem. As it seems in the transcript below:

Kamala *I don't think my pronunciation is so bad, sometimes I feel so confident.*

Dinda *My pronunciation isn't so bad.*

Wahyuni *I think my pronunciation is well, because when I remember about some word.*

Alfi *For me, my pronunciation is still going.*

3. Grammar

Furthermore, one of the barriers to EFL learners' courage to speak up is grammar. It is a common reason for students to have anxiety and fear to speak English fluently. This is also happened during the video-making in YouTube vlogging by the fourth-semester of English Education students of UIN Walisongo Semarang. 8 of 11 students found difficulties speaking confidently, worrying, and thinking about the grammatical rules in speaking English. Their answer in the interview as follows:

Akmali *I'm worried about it.*

Wahyuni	<i>Sometimes I forget the context and this is make me worry about the grammar.</i>
Munir	<i>Yes, I do. Because when I speak English, sometimes I forget the context and this is make me worry about the grammar.</i>
Ulfa	<i>Actually my grammar in speaking not too well. I think learning grammar in speaking skill will slow down my process of learning speaking.</i>
Alfi	<i>Sometimes I feel worried, because I don't use or think about grammar for my speaking. Hopefully can apply it later.</i>
Fina	<i>Yeah, I think my grammar is so bad. And when speaking English with other people I sometimes worry if they don't understand what I'm saying. When speaking English with other people I sometimes worry if they don't understand.</i>
Kamala	<i>Of course I'm worried about that, cause my grammar is very weak.</i>
Arina	<i>I often don't pay attention to grammar when I speak. This of course worries me.</i>

The rest participant said that they didn't worry about it, and they don't really think about grammar in speaking. It can be seen in the transcript below:

- Dinda *I don't worry when I am speaking in daily conversation.*
- Fatimah *Sebenarnya ketika saya berbicara menggunakan Bahasa Inggris sering Kali tidak memperdulikan masalah Tata Bahasa.. Karena menurut saya Yang terpenting orang Yang saya ajak bicara faham Yang saya maksud.*
- Nancy *Videonya itu video compile. Tentu saja, tapi saat pembuatan vlogging tidak terlalu saya perhatikan.*

In addition, students also found any other problems related to the YouTube vlogging, such as the theme and topic creativity. In making a new vlog, they have to create an interesting and fun topic to entertain the video. After that, the media and tools to record the video are not really sufficient for their phone or laptop because the media's capacity and quality are too low for some students. Next, the editing process takes a long duration and needs a decent device because for some students lagging and running out of capacity are the common problems. Besides, the noise of

their surroundings and environment are really disturbing during the recording process. It almost takes a long time to retake the video. Well, those are some problems that the students mainly find while making the video.

D. The University Students' Strategies to Cope with the Barriers on YouTube Vlogging in Online Speaking Class

According to the interview, the researcher concludes the result of the strategies to cope with the barriers. The strategies are varied based on the problems faced by the students. Most of them got different problems and had their way to solve those by themselves. The strategies are to answer the problems they faced during creating YouTube vlogging that can be seen in some aspects below:

1. Vocabulary

Firstly, the strategies on vocabulary mastery and blank are preparing the script really well and memorizing it. Then, if it happens during the video recording, they use similar words to express the sentences or cut the video recording and retake the video. Cutting and retaking the video is a proper way to do, because this speaking method is done in online. As the interviewees said:

- Munir *Honestly when I get vocabulary blank, I stop recording video and then repeat recording video or I cut the part that I don't need in my vlogging.*
- Kamala *I'll retake.*
- Alfi *Maybe, by ignoring it and continuing the vlog with new words or the term improvisation.*
- Fina *If i run into empty vocabulary while taking youtube vlogging i will pause the video and read my vocabulary list and then take vlogging again.*

2. Pronunciation

Meanwhile, pronunciation also needs attention here. It is the way how to pronounce a word clearly and correctly. This is not really a big deal for some students because they can pronounce it as it should when they prepare the script. They did research and learned how to pronounce the words well before so that the speaking would run well. Besides, the speed of speaking also affected how the words sound. Some students preferred to use fast speaking than slow speaking to reduce mispronouncing.

- Yuni *During the preparation, when I forget the pronunciation about some word, I always check it in a online dictionary.*

Fina *When speaking usually with a rather fast intonation but still emphasizes the pronunciation. Because I think if it's too slow I'll go blank.*

3. Grammar

Next is the strategy on grammar. EFL learners can't apply grammar in their speaking suddenly for the first time. They should not speak English grammatically in their first meeting, as Rutherford (1987) stated that learners do not learn structures one at a time¹²⁸. It is okay to have unstructured spoken English awhile because grammar can be applied step by step as the frequency of speaking. It also doesn't matter as long as the speaking partners can understand and the students improve the learning process to get better and better. YouTube vlogging is not only to practice speaking but also to entertain viewers or people. This method challenged the students to speak English fluently in front of a camera because people can watch their video anytime. The students didn't think about the grammatical rules during the speaking, but they still did their best. It can be seen in the interview:

Kamala *I just talk and if there's a mistake It doesn't matter to me.*

¹²⁸ Celce-Murcia. p. 255.

Fina *If I speak during a presentation, maybe I
can practice my grammar first.*

Yuni *I don't worry about my grammar error, but
I still try to fix my grammar step by step.*

Finally, the strategy for the other problems, such as the theme and topic creativity, will research the current trend of the topic, then they will make it. After that, for media and tools to record the video, they will prepare it really well, like ensuring the device's capacity, storage, and setting, so that they will get a good result at the end of the class. Next, the noise of their surroundings and environment is disturbing during recording. The students handled it by looking for the right time to start recording. They knew what time to record the video exactly, so it would not disturb them. The next is the editing process. The last is the editing process. This process is also connected to the problem of the device and the creativity of the students. They checked and prepared it really well, did research, and found a video reference to have a good result. They checked and prepared it really well, did research and find a video reference to have a good result.

All the problems during YouTube vlogging recording have the strategy to cope. Each student has the creativity to handle the problems they face. Some students thought that the problems they found were not really a big

deal, because they used to face them before. Besides, the rest students assumed that it was their first try and first problem, but they could handle it using their own strategy. A good strategy is applied to the right problem.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter that consists of the conclusion and suggestion of the study. The conclusion contains the summary of the topic and the discussion of the previous chapter in the study. In contrast, the suggestion is addressed to the English teacher or the others interested in the study.

A. Conclusion

Based on the explanation from research findings and discussion in chapter four, the researcher makes some conclusions about the university students' creativity on YouTube vlogging in online speaking classes. The researcher found that the preparation of the students showed how well the result of the video was. The preparation is varied based on the students' creativity such as making a script, outlining the material, and setting devices. The better the preparation they did, the better result they got.

Then, the researcher found that 7 of 11 students thought that YouTube vlogging was suitable and motivated them in online speaking class. 4 of 11 students thought that it was a suitable method but it doesn't motivate them to improve their speaking skills. 2 of 11 students stated that YouTube vlogging

was not such a suitable learning method to improve English speaking nor motivated them.

Furthermore, the researcher found some problems faced by the students during the video making for YouTube vlogging. It can be seen from the interview, they have problem in vocabulary mastery and blank, problem in pronunciation, grammatical rules, unsupported devices, difficulties in the editing process, and the environmental problems.

In addition, the researcher also found the strategy of the students to cope with the problems. It was actually based on the preparation they did before doing the video making. The strategy they used were like preparing the script, memorizing, speaking fast, ignoring the grammar, and preparing well. There were varied strategy based on the problem they face in the YouTube vlogging.

YouTube vlogging method for speaking has two sides opinion based on the students who had conducted the method. Motivation and strategy in the learning process couldn't be the same among the students. They have their own way of learning a new language, especially English, based on their previous experience. The university students have already been able to decide whether the strategy is suitable and motivating for them or not. If it is the best method to use, they can use it continuously

because the main point of learning English is to master it, and it is okay to use it differently.

B. Suggestion

Based on the result of the study, there are some suggestions that are considered by the researcher. The suggestions are as follows:

1. For the researcher

Due to COVID-19 pandemic, interview was conducted online via whatsapp. Even though this research is far from perfection, but hopefully this can encourage the next researcher who wants to conduct the same research and give a guidance for them in conducting online research.

2. For the students

This research provides information for the students about how to improve their speaking performance by utilizing YouTube platform as a mean to upload video recording. In addition, the researcher suggests to the students in sharing the information to the other students from different university, so that the research findings will be useful for the other students.

3. For the teacher

This study provides teaching-method in speaking through classroom questioning. In doing so, the researcher

suggests the teacher to use, adapt, apply and modify the teaching-learning speaking activity in class.

4. For the institution

The researcher suggests that the findings of this study will be recommended and considered to be implemented in some learning process due to the advantages.

5. For the next researcher

Hopefully, this study can be beneficial as the reference for the next researcher who wants to conduct the same topic. The researcher also suggests for the next researcher to hold the study in longer time so that the information will be covered comprehensively.

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APPENDICES

INSTRUMENT

Appendix 1

Interview Questions

This instrument questions are adapted from the component of speaking according to Harris (1974). This question will answer the students in speaking during creating YouTube vlogging.

No	Questions
1.	What is your opinion about vlogging task?
2.	Is vlogging a suitable method to improve your English speaking skill? Why?
3.	Does vlogging motivate you to improve your English speaking skill? Why?
4.	Do you prepare your performance before vlogging?
5.	What preparation do you do before vlogging?
6.	Do you have problem in vocabulary mastery?
7.	What problem do you face in vocabulary mastery?
8.	How do you cope vocabulary blank when doing YouTube vlogging?
9.	How about your grammar in speaking, do you worry it? Why?
10.	What do you think about your pronunciation? Do you emphasize your pronunciation? Why?
11.	Did you find any other trouble in creating YouTube vlogging? What was it? And how did you handle it?
12.	Which task do you prefer, having speech by YouTube vlogging or speech face to face in front of people? Why?

Appendix 2

INTERVIEW TRANSCRIPT

TRANSCRIPT OF INTERVIEWEE 1

Wednesday, July 14, 2021, 04.04 p.m. through WhatsApp Application

Turn Name Expression

- | | | |
|----|--------|---|
| 1 | Agus | Good afternoon. Let me introduce myself. My name's Agus Suprpto. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity |
| 2 | Akmali | Name Muhammad akmali, semester 4, class PBI 4B |
| 3 | Agus | Well, what is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why? |
| 4 | Akmali | To share experiences, thoughts and createinspiring and entertaining on subjects such as current affairs, social issues, and relief. I don't think so, because I'm not the type of person who doesn't really like recording activities |
| 5 | Agus | Does YouTube vlogging motivate you to improve your English speaking skill? Why? |
| 6 | Akmali | I don't really like listening to YouTube vlogging, so I don't think it's very motivating. |
| 7 | Agus | Do you prepare your performance before vlogging? |
| 8 | Akmali | Yes, I prepare before take vlogging, so that it is more organized what will be said. |
| 9 | Agus | What preparation do you do before vlogging? |
| 10 | Akmali | prepare transcripts, cameras |

- 11 Agus Do you have problem in vocabulary mastery?
- 12 Akmalı Yes, I have
- 13 Agus What problem do you face in vocabulary mastery?
- 14 Akmalı There's still a lot of vocabulary that I don't know, especially in pronunciation
- 15 Agus How do you cope vocabulary blank when doing YouTube vlogging?
- 16 Akmalı By using the synonym of the word
- 17 Agus Nice. How about your grammar in speaking, do you worry it? Why?
- 18 Akmalı I'm worried about it, but with the transcript of the text, I don't worry too much.
- 19 Agus Good... What do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 20 Akmalı I feel the need to improve again in pronunciation. I don't emphasize that in speaking, because I think it's quite understandable
- 21 Agus Hmm... Very good... Then, did you find any other trouble in creating YouTube vlogging?
- 22 Akmalı maybe About theme
- 23 Akmalı Wkwkwk iya mungkin mas□□
- 24 Agus What makes the theme become a trouble?
- 25 Agus Wkwk yepp u have ur own opinion, I appreciate it
- 26 Akmalı Because it requires an interesting or useful
- 27 Agus And u don't really like to create such the theme?
□ Finally, which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 28 Akmalı It's hard to find it wkwkw on YouTube, because we can edit some parts wkwkwk
- 30 Agus Exactly... 😊
- 31 Akmalı Wkwkwkw □
- 32 Agus Well, Akmalı, this really means to me. You help me a lot. I just can say thank you very much.

Hopefully, u have such a great day, and always succeeded in ur study. Thanks

TRANSCRIPT OF INTERVIEWEE 2

Thursday, July 15, 2021, 10.50 a.m. through WhatsApp Application

Turn Name Expression

- | | | |
|---|------|--|
| 1 | Agus | Good Morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity. |
| 2 | Yuni | Name Wahyuni Lailatul Qomariyah, semester 4, class PBI - 4B |
| 3 | Agus | Well, My questions are all about ur experience in creating YouTube Vlogging, so tell me ur experience, what is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why? |
| 4 | Yuni | Nowadays the way to teach is very limited because of pandemic, so vlogging task is one way to solve that. By creating a vlogging teacher can control the students speaking ability although teacher can't make a conversation directly with their students. In my opinion vlogging is a best method to improve my English speaking skill, because I can practice to speaking English although I have no one to invited to communicate. With vlogging I can explore my daily activities and talk to camera using English, and that's way is very help me to improve my ability in speaking English. |
| 5 | Agus | Very Nice. Then, does YouTube vlogging motivate you to improve your English speaking skill? Why? Do you prepare your performance before vlogging? |

- 6 Yuni Yeah, YouTube vlogging motivate me to improve my English speaking skill because when I make a YouTube vlogging I can entertain people with my daily activity or something that I discuss in my YouTube vlogging. So for making someone interested with my video, I should improve my speaking ability and look for the interesting topic. Of course, I always prepare my performance before I take video for my YouTube vlogging, something that I prepare like, what will I discuss in my video, and the important point that I should talk in my video.
- 7 Agus Then, Do you have problem in vocabulary mastery?
- 8 Yuni Well actually I can say yes, but overall I can handle it by using paraphrase. There are so many vocabulary that I haven't memorized it. But I can using the other word or using paraphrase when I forget some word.
- 9 Agus Very good
- 10 Agus How about your grammar in speaking, do you worry it? Why?
- 11 Yuni Actually I am not too expert in grammar. But when you ask me am I worry about it? My answer is no □ Because when I worried about grammar, I will not have a chance to practice my English speaking. The important think that I should pay attention to is, people can understand what I say. So I don't worry about my grammar error, but I still try to fix my grammar step by step.
- 12 Agus Nicee... Then, What do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 13 Yuni I think my pronunciation is well, because when I remember about some word, I also learn about the pronunciation, then when I forget the

- pronunciation about some word, I always check it in a online dictionary. Yes pronunciation is very important in speaking. So when I doubt about the pronunciation I always check it before I say that word. So I emphasize my pronunciation when I speak English.
- 14 Agus Then, Did you find any other trouble in creating YouTube vlogging?
- 15 Yuni Well, each video have their own trouble. But overall the most problem that I found when I create a YouTube vlogging are the topic that I want to discuss, because when I want to speak I should have topic to discuss, and the topic should make my viewers interest about it.
- 16 Agus Okayy, Finally Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 17 Yuni Well, both of those are have their own minus and plus. But for me I prefer to speech face to face in front of people, because I can get some response when I speech in front of people and also I can improve my self confidence to speech in front of people. But in this pandemic, I prefer having speech by creating YouTube vlogging because I still can improve my English speaking although I can't meet someone, I mean face to face.
- 18 Agus Well done □□. Well Riyut. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, u have such a great day, and always succeeded in ur study. Thanks
- 19 Yuni Yeah, I also will be in that position someday. Amin² and also for u. You're always welcome □□

TRANSCRIPT OF INTERVIEWEE 3

Thursday, July 15, 2021, 10.50 a.m. through WhatsApp Application

Turn Name Expression

- | | | |
|----|--------|--|
| 1 | Agus | Good Morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity |
| 2 | Munir | Name Misbahul Munir, Semester 4, Class PBI B |
| 3 | Agus | Well. My questions are all about ur experience in creating YouTube vlogging. So, tell me ur experience. |
| 4 | Agus | What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why? |
| 5 | Munir | In my opinion vlogging task is a method to improve self confidence and speaking ability |
| 6 | Munir | Yes, it is, but vlogging need more effort to do, for example we need to planning what thing we should do and then we plan what we should talk in front of camera |
| 7 | Agus | Does YouTube vlogging motivate you to improve your English speaking skill? Why? |
| 8 | Munir` | Yes, it does, because YouTube vlogging makes me to learn about how to speaking clearly and easy to understand |
| 9 | Agus | Do you prepare your performance before vlogging? What preparation do you do before vlogging? |
| 10 | Munir | Yes, I do. Write script and then memorize it |
| 11 | Agus | Do you have problem in vocabulary mastery? |
| 12 | Munir | Yes, I have |
| 13 | Agus | What problem do you face in vocabulary mastery? |
| 14 | Munir | How to pronounce, the stress of vocabulary, how to memorize new vocabulary, and how to choose appropriate vocabulary in a sentence |

- 15 Agus Nice, How do you cope vocabulary blank when doing YouTube vlogging?
- 16 Munir I don't know how to cope this problem□ because before doing vlog I write script and memorize it
- 17 Agus So it means that u never get vocabulary blank when doing YouTube vlogging?
- 18 Munir No, I don't mean like that, honestly when I get vocabulary blank, I stop recording video and then repeat recording video or I cut the part that I don't need in my vlogging
- 19 Agus Very nice trick. Then, how about your grammar in speaking, do you worry it? Why?
- 20 Munir Yes, I do. Because when I speak English, sometimes I forget the context and this is make me worry about the grammar
- 21 Agus Okeyy, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 22 Munir I think my pronunciation still have many mistakes
Yes, I do, because pronunciation is important to deliver the meaning of my sentence
- 23 Agus Good, then, did you find any other trouble in creating YouTube vlogging?
- 24 Munir Yes, I did
- 25 Agus What problem did u find?
- 26 Munir Firtsly, I need to fix the concept, I think it's the problem before creating vlog, then editing the video and the last one is how to deliver the meaning of your video
- 27 Agus Okay. Finally, which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 28 Munir I prefer to speech face to face in front ofpeople, because this activity makes me more confidence and learn how to cope blank vocabulary when I speak English

- 29 Agus Well done. Well, Munir this really means to me. You help me a lot. I just can say thank you very much. Hopefully, u have such a great day, and always succeeded in ur study. Thanks.

TRANSCRIPT OF INTERVIEWEE 4

Wednesday, July 14, 2021, 11.10 a.m. through WhatsApp Application

Turn Name Expression

- 1 Agus Good Morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity.
- 2 Nancy Name Nancy Nur Hidayati Al Qur'ani, Semester 4, Class PBI 4B
- 3 Agus Well. My questions are all about ur experience in creating YouTube vlogging. So tell me ur experience. What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why?
- 4 Nancy Pendapat saya mengenai Vlogging task untuk mengembangkan English speaking skills cukup efektif untuk speaking dalam bentuk unformal. Karena memang dibebaskan ingin membuat vlog yang seperti apa. Jika saya lebih menggunakan vocabulary yang sudah familiar daripada menggunakan vocabulary baru. Kelemahannya disini, akan lebih memilih vocabulary yang sudah dikuasai dan kurang atau tidak ada improve penguasaan vocabulary baru dalam speaking skills.

- 5 Agus Okay... Then, does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Nancy YouTube vlogging memang sangat memotivasi saya untuk mengembangkan lebih baik lagi speaking skills saya. Karena saya juga ingin memiliki speaking skills yang baik seperti YouTube vlogging lainnya. Ya ingin seperti English native speaker
- 7 Agus Good. Do you prepare your performance before vlogging?
- 8 Nancy Ya, dibutuhkan beberapa persiapan dengan baik, karena vlogging ini untuk penilaian akhir mata kuliah speaking skills. Jadi, sangat memperhatikan di speakingnya, pronunciation setiap katanya.
- 9 Nancy Agar dapat dipahami.
- 10 Agus What preparation do you do before vlogging?
- 11 Nancy Membuat scenario video vlogging, membuat teks yang akan digunakan, aplikasi editing hp n laptop, pemilihan backsound, media untuk taking video yang jelas dan bagus, tapi seadanya saja.
- 12 Agus Nice. Then, do you have problem in vocabulary mastery? What problem do you face in vocabulary mastery?
- 13 Nancy Pronunciation dari vocabulary baru, memang benar-benar baru saya ketahui vocabulary tertentu, dan kurangnya pengetahuan lawan bicara terhadap vocabulary baru yang akan saya gunakan.
- 14 Agus Oke. How do you cope vocabulary blank when doing YouTube vlogging?
- 15 Nancy Sebenarnya vloggingnya tidak secara langsung, maksudnya yha saya menghafalkan apa yang akan disampaikan dan sudah saya tulis terlebih dahulu
- 16 Agus So because of that reason, it means that u never get blank when doing YouTube vlogging? Oke then.

- How about your grammar in speaking, do you worry it? Why?
- 17 Nancy Videonya itu video compile. Tentu saja, tapi saat pembuatan vlogging tidak terlalu saya perhatikan.
- 18 Agus Hmm okay. Then. What do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 19 Nancy Termasuk kurangnya, masih belepotan. Ya Diusahakan pronunciationnya yang benar, karena menurut saya mempengaruhi juga, kalo dalam tugas mungkin sangat diperhatikan pronunciationnya pengaruh dinilai tugasnya kan, jika untuk percakapan sehari-hari akan ditiru dengan lawan bicara yang sama-sama kurang dalam pronunciationnya.
- 20 Agus Good. Then. Did you find any other trouble in creating YouTube vlogging?
- 21 Nancy Media buat take dan edit sih sebenarnya...Butuh bantuan orang juga buat nge-take video,
- 22 Agus Okay. Finally, Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 23 Nancy Speech on YouTube vlogging. Yha walupun kendalanya di device, tapi itu lebih enak untuk class online, bila speech secara langsung dgn orang banyak lebih baik digunakan offline class,
- 24 Agus Well done. Nancy. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, u have such a great day, and always succeeded in ur study. Thanks
- 25 Nancy Sami-sami kak

TRANSCRIPT OF INTERVIEWEE 5

Thursday, July 15, 2021, 10.50 a.m. through WhatsApp Application

Turn Name Expression

- 1 Agus Good Morning. Let me introduce myself.
My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity.
- 2 Alfi Name Alfiaturrohmaniah, Semester Fourth Semester, Class PBI B
- 3 Agus Well, What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why?
- 4 Alfi My opinion about vlogging task is a new method used in learning. Then, can practice speaking skills in front of the camera. I think vlogging is a very suitable method to practice my speaking. Because it can also train my creativity. such as making videos, editing and uploading them.
- 5 Agus Does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Alfi Yes. It's to improve my speaking skill in a more fun way, able to express myself, and increase my confidence
- 7 Agus Nice. Do you prepare your performancebefore vlogging? What do you prepare before vlogging?
- 8 Alfi Yes. I prepared some stuff to start vlogging. For me because my speaking is still not fluent, I prepared a script to help it.
- 9 Agus Good. Then. Do you have problem in vocabulary mastery? What problem do you face in vocabulary mastery?
- 10 Alfi Yes, I do, I have problems with vocabulary mastery. The problem is not knowing a lot of difficult vocabulary.

- 11 Agus How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Alfi Maybe, by ignoring it and continuing the vlog with new words or the term improvisation
- 13 Agus How about your grammar in speaking, do you worry it? Why?
- 14 Alfi Sometimes I feel worried, because I don't use or think about grammar for my speaking. Hopefully can apply it later
- 15 Agus What do you think about your pronunciation? Do you emphasize your pronunciation? Why?
- 16 Alfi For me, my pronunciation is still going. Usually when I speak something is emphasized and some are not.
- 17 Agus Okay. Did you find other trouble in creating YouTube vlogging?
- 18 Alfi Yes, i do. When saving videos. It is very difficult because the capacity of the video size is not sufficient
- 19 Agus Then, how did u handle that?
- 20 Alfi As much as possible to find a way to make it easier and be able to save the Video.
- 21 Agus Oke then. Finally, which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 22 Alfi I prefer speech face to face in front of people. Because it will be easier to communicate and interact with other people. Also more active in speaking.
- 23 Agus Okay. Well done, Alvi. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, u always succeeded in ur study. Have a nice day. Thanks
- 24 Alfi You're welcome, Good luck for your research□

TRANSCRIPT OF INTERVIEWEE 6

Thursday, July 15, 2021, 01.00 p.m. through WhatsApp Application

Turn Name Expression

- | | | |
|---|--------|---|
| 1 | Agus | Good morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity. |
| 2 | Kamala | Name Kamala Araminta S., Semester 4, Class PBI 4B |
| 3 | Agus | What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why? |
| 4 | Kamala | Vlogging task is an interesting study and can help to enhance the ability to speak. It's rare that I've had time to practice my speaking ability. But vlogging task could be one reason for me to speak English. It can improve my English speaking skills if done frequently. Because when I receive a vlogging assignment, I will try to be more confident and comfortable to speak English and feel compelled to improve my English skills |
| 5 | Agus | Does YouTube vlogging motivate you to improve your English speaking skill? Why? |
| 6 | Kamala | Motivate me? I don't think so. But if I get avlogging assignment, I'm gonna be happy to do it. Maybe because I like to talk and express myself in front of the camera. |
| 7 | Agus | That's really youv. Do you prepare your performance before vlogging? What do you prepare before vlogging? |
| 8 | Kamala | I didn't prepare too much. I'm just taking some notes on what I have to talk about. I do a lot of memorizing, but I also do some improvising. It all |

- depends on my mood. But honestly, vlogging task doesn't help much to improve my English speaking skill in real life
- 9 Agus Nice. Then, do you have problem in vocabulary mastery? What problem do you face in vocabulary mastery?
- 10 Kamala I don't have too many problems cause all I had to do was look for vocabulary that I didn't know by using u-dictionary and if I have trouble spelling it, I can use some kind of feature in this application to exemplify how to pronounce words
- 11 Agus Very good. How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Kamala I'll retake
- 13 Agus So easy wkwk. How about your grammar in speaking, do you worry it? Why?
- 14 Kamala Of course I'm worried about that, cause my grammar is very weak. But if I want to talk, I just talk and if there's a mistake It doesn't matter to me
- 15 Agus Then, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 16 Kamala I don't think my pronunciation is so bad, sometimes I feel so confident, sometimes I feel unsure. Ya, sometimes I stress my pronunciation in speaking but I'm not sure why I do this.
- 17 Agus To sound like a native speaker, of course....
Then, did you find any other trouble in creating YouTube vlogging?
- 18 Kamala Another problem I find is that sometimes I have no ideas and topics that make me excited.
- 19 Agus Finally, which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 20 Kamala With the skills and confidence I have right now, I'm going to choose the vlogging task. Cause if I

- speech face to face in front of people without preparation , I'll freeze and strange things come in my mind. After that, I won't be able to speak
- 21 Agus Well done □□ Well, Kamala. It's the end of this interview. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, ure always succeeded in ur study. Have a nice day. Thanks.

TRANSCRIPT OF INTERVIEWEE 7

Thursday, July 15, 2021, 01.10 p.m. through WhatsApp Application

Turn	Name	Expression
1	Agus	Good Mrning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity.
2	Ulfa	Name Ulfa Shofiatul Chasanah, Semester 4, Class PBI B
3	Agus	Okay Ulfa, what is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why?
4	Ulfa	I think vlogging task is a kind of task that can increase our speaking skill. And I agree if vlogging task can be a suitable method to improve my English skill because we can express anything based on my passion and of course can make me be more confident to learning English
5	Agus	Good. Does YouTube vlogging motivate you to improve your English speaking skill? Why?
6	Ulfa	Of course, it motivates me because it can increase my confidence in speaking skills, it is more fun and of course based on digital era right now

- 7 Agus Nice. Do you prepare your performance before vlogging?
- 8 Ulfa Maybe it based on the content. If the content has a relation with an assignment, I have to prepare it but just make an outline and I should improve it on the video. And if the content has not relation with an assignment, I will practice speaking with improvement and take a video directly without preparation
- 9 Agus Oke good. Then, do you have problem invocabulary mastery? What problem do you face in vocabulary mastery?
- 10 Ulfa Of course I have a problem about that, but I tried to improve myself especially in speaking skill. When at the middle of make a vlogging video, And I cannot find the vocabulary that I want to speak, so I have to look for the other vocabularies and make an improvisation.
- 11 Agus Nice, How about your grammar in speaking, do you worry it? Why?
- 12 Ulfa Actually my grammar in speaking not too well. I think learning grammar in speaking skill will slow down my process of learning speaking bcs I should think first before I speak based on the pattern of grammar. But I should master it.
- 13 Agus Okay, then, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 14 Ulfa Maybe some of people think that pronunciation is not too important in speaking and just make our partner understand. But in my opinion, pronunciation is crucial for me, not only make our partner will understand but also can make me more confident when speaking. So I should increase my skill on pronunciation

- 15 Agus Very good, then, did you find any other trouble in creating YouTube vlogging?
- 16 Ulfa For a trouble, I think if I'm going to make a video spontaneously without any preparation I will not be fluent. And I should be more innovative when I make a new video and I afraid if I'm running out of idea.
- 17 Agus Finally Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 18 Ulfa Exactly, both of them have an disadvantage and disadvantage. But for this situation, I prefer to have a speech on YouTube vlogging because it more simple than face to face. And of course I can correct myself on the video that I made.
- 19 Agus Nice.... Well done, Ulfa, this really means to me. You help me a lot. I just can say thank you very much. Hopefully, u always succeeded in ur study. Have a nice day. Thanks
- 20 Ulfa Anytime

TRANSCRIPT OF INTERVIEWEE 8

Thursday, July 15, 2021, 02.29 P.m. through WhatsApp Application

Turn Name Expression

- 1 Agus Good afternoon. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity
- 2 Fatimah Name Fatimatuzzahro, Semester 4, Class PBI 4B
- 3 Agus My questions are all about ur experience in creating YouTube vlogging So tell me ur experience. What is your opinion about vlogging

- task? Is vlogging a suitable method to improve your English speaking skill? Why?
- 4 Fatimah Menurut saya vlogging task itu merupakan sebuah kegiatan blogging dengan Cara membuat video (biasanya sebuah rekaman video tentang kegiatan sehari-hari seseorang/ hal lainnya) kemudian video tersebut Di unggah ke media sosial , Dan biasanya kebanyakan orang mengunggah video mereka ke Salah satu platform Yang sangat diminati yaitu YouTube. Menurut saya Vlogging task sangat cocok/baik jika digunakan untuk meningkatkan ketrampilan berbicara bahasa inggris, apalagi disaat pandemi sekarang ini. Karena dengan Vlogging task bisa meningkatkan kepercayaan Diri siswa Dalam melatih ketrampilan berbicara mereka yaitu dengan Cara mereka membuat rekaman video tentang kegiatan sehari Hari mereka dengan menggunakan Bahasa Inggris Tanpa Harus takut Salah, minder maupu...
- 5 Agus Very nice. Does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Fatimah Iya, youtub Vlogging sangat memotivasi saya, Karena ketika melihat video-video vlogging berbahasa inggris Di YouTube saya merasa sangat tertarik untuk meniru Serta mencoba untuk membuat Vlogging dengan berbicara menggunakan Bahasa Inggris.. Dan secara tidak langsung, dengan begitu saya juga belajar Dan meningkatkan ketrampilan berbicara saya menggunakan Bahasa inggris
- 7 Agus Do you prepare your performance before vlogging? What do you prepare before vlogging?
- 8 Fatimah Iya, saya selalu mempersiapkan semuanya sebelum Vlogging. Biasanya sebelum Vlogging saya mempersiapkan laptop/hp untuk membuat rekaman, earphone , Dan juga materi-materi (

- biasanya Dalam bentuk outline nya saja), terkadang juga mempersiapkan/berlatih cara pelafalan vocabulary Yang baik Dan benar terlebih dahulu sebelum membuat video .
- 9 Agus Good.... Then, do you have problem in vocabulary mastery? What problem do you face in vocabulary mastery?
- 10 Fatimah Iya saya memiliki masalah Dalam penguasaan kosakata, masalah Yang saya Alami Dalam penguasaan kosakata yaitu terkadang saya sering lupa dengan arti sebuah kata , terkadang juga saya tidak tahu apa arti kata tersebut., Mungkin hal tersebut dikarenakan saya kurang Dalam mempelajari/memperbanyak Dalam penguasaan kosakata Bahasa Inggris saya.
- 11 Agus How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Fatimah When I suddenly experience a blank vocabulary while vlogging YouTube, I will overcome this by improvising using a similar word, sometimes also stopping for a moment to remember the vocabulary
- 13 Agus Oke then. How about your grammar in speaking, do you worry it? Why?
- 14 Fatimah Sebenarnya ketika saya berbicara menggunakan Bahasa Inggris sering Kali tidak memperdulikan masalah Tata Bahasa.. Karena menurut saya Yang terpenting orang Yang saya ajak bicara faham Yang saya maksud.. Akan tetapi sebenarnya juga saya ingin bisa menerapkan Tata Bahasa yang baik Dan benar ketika berbicara, Akan tetapi hal tersebut bagi saya Masih begitu sulit untuk menerapkannya.. namun, ketika Ada tugas membuat Vlogging berbahasa Inggris, saya selalu memperhatikan grammar pada setiap apa Yang Akan saya ucapkan.

- 15 Agus Nice, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 16 Fatimah Menurut saya , pronunciation saya Masih bisa dikatakan kurang baik. Karena saya merasa Masih kesulitan jika melafalkan kosakata baru. Iya saya sangat menekankan pronunciation Dalam speaking saya.. menurut saya itu sangat penting , Karena jika saya Salah Dalam mengucapkan pronunciation sebuah kata ketika berbicara berbahasa Inggris maka nanti Akan dapat mengubah makna / maksud Yang Akan saya sampaikan atau orang Yang saya ajak berbicara mungkin Akan membingungkan / Salah faham
- 17 Agus Then. Did you find any other trouble in creating YouTube vlogging?
- 18 Fatimah Menurut saya, Untuk masalah lain / Kendala lain Yang saya temui ketika pembuatan YouTube Vlogging yaitu Sulit untuk mengedit videonya Karena saya kurang telaten Dalam mengedit video juga keterbatasan memory ponsel untuk menyimpan video setelah merekam/ setelah video Di edit .
- 19 Agus Finally, Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 20 Fatimah Sebenarnya saya memilih metode keduanya. Karena Sama Sama memiliki kelebihan masing-masing sperti jika speech on Vlogging mungkin lebih percaya Diri dan tidak malu. Dan jika speech face to face mungkin Akan lebih melatih mental Kita untuk berbicara secara langsung Dan agar terbiasa sehingga Kita tdk takut / malu lagi jika Harus speech face to face. Tetapi jika Harus memilih saya lebih memilih speech face to face. Karena selain melatih mental Kita , speech face to

- face secara tidak langsung juga Akan memotivasi Kita untuk terus berlatih berbicara Bahasa Inggris lebih baik lagi
- 20 Agus Well done Fatimah. It's the end of this interview. This really means to me. You help me a lot/I just can say thank you very much. Hopefully, u always succeeded in ur study. Have a nice day, Thanks.
- 21 Fatimah Aamiin ... Terimakasih banyak juga ya mas.. saya juga Minta maaf jika balasnya Ada Yang Lama banget..Dan maaf jika jawaban2nya kurang memuaskan ya mass..

TRANSCRIPT OF INTERVIEWEE 9

Friday, July 16, 2021, 07.51 a.m. through WhatsApp Application

Turn Name Expression

- 1 Agus Good afternoon. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity.
- 2 Dinda Name Dinda Zahrotudinniyah, Semester 4, Class pbi-4b
- 3 Agus Well. Lets start it. What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why?
- 4 Dinda Yeah, I think it can improve english skill, because it can drill our speaking ability more freely
- 5 Agus Does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Dinda Actually, it doesn't motivate me to increase speaking ability totally, but but a little motivation because vlogger's video is publicly published, so

- the vlogger will try to show the best performance especially his speaking ability
- 7 Agus Good. Do you prepare your performance before vlogging? What do you prepare?
- 8 Dinda Yeah, I learn vocabularies that I don't know previously.
- 9 Agus Then, Do you have problem in vocabulary mastery?
- 10 Dinda Yeah, especially uncommon vocabularies (e.g. exasperating)
- 11 Agus How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Dinda I try to express a word that I don't know with common word that I know
- 13 Agus Good. Then, How about your grammar in \ speaking, do you worry it? Why?
- 14 Dinda I don't worry when I am speaking in daily conversation. However, I still worry on formal conversation, like; scholarship interview and presentation, because in my opinion, when I speak in formal conversation means I am talking to academics, thus requiring me to speak with grammatical correctly
- 15 Agus Nice. Then, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 16 Dinda My pronunciation isn't so bad. Yeah, Insyaallah I always try to emphasize it in speaking, because English pronunciation is crucial. Different pronunciation leads different meaning, therefore a message that you want to convey is not delivered properly.
- 17 Agus Then Did you find any other trouble in creating YouTube vlogging? What's it? How did u handle it?

- | | | |
|----|-------|--|
| 18 | Dinda | Content creativity. I survey booming trend \through social media (e.g. TikTok, Instagram) |
| 19 | Agus | Good. Finally. Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why? |
| 20 | Agus | Speech on YouTube vlogging because it reduces nervousness. |
| 21 | Agus | Well, Dinda it's the end of this interview. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, u always succeeded in ur study. Have a nice day. Thanks |
| 22 | Dinda | Anytime and success for you too |

TRANSCRIPT OF INTERVIEWEE 10

Friday, July 16, 2021, 08.08 a.m. through WhatsApp Application

Turn Name Expression

- | | | |
|---|-------|---|
| 1 | Agus | Good morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity |
| 2 | Arina | Name Arina Sri Pertiwi, Semester 4, Class PBI 4B |
| 3 | Agus | Oke lets start with the first question. What is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why? |
| 4 | Arina | Bissmillah.. Okay, I'll try to answer the questions. In my opinion, the vlogging task is one of the tasks where the result will be a video. Usually, students are instructed to speak directly in front of the camera, according to the given context. In language learning, the vlogging task is often applied in the context of learning speaking. Therefore, I think this method is suitable for |

improving my English speaking skills. Although it's not the only method I use to improve my English speaking skills. Because with this vlogging task, it can train students to speak in public. Where students seem to speak in front of many people. That way students will improve their speaking skills, both in terms of pronunciation, grammar, stress, etc., before doing vlogging. Plus this vlogging task is very suitable to be applied in learning during a pandemic like this.

- 5 Agus Very nice. Does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Arina Yes. Because from the YouTube vlogging that I watch, I can learn many things such as how to pronounce correctly, use proper grammar, different dialects used by the vlogger, increase vocabulary, etc. I personally often watch YouTube vlogging, both to study and to motivate me to improve my speaking English skills. Apart from the reasons above, vlogging YouTube that has vloggers who are good at speaking English also motivates me to improve my English speaking skills so that I can be good like them. I became aware of my mistakes and shortcomings in speaking English. That way I will learn and practice speaking English more often.
- 7 Agus Good. Do you prepare your performance before vlogging? What do you prepare?
- 8 Arina Yes, I do. The main thing that I prepare before vlogging is the content that I will vlog. I always study the material that I will convey. I also outline the material that I will present. In this section, I usually choose the right diction or vocabulary in writing sentences that I will deliver later. Then I check grammar, find out how to pronounce words correctly, and remember or memorize all the

outlines that I have made. In addition, I also prepared important points in speaking. Such as intonation, gestures, volume, and facial expressions. In this case, I usually do some testing before vlogging. Until the points mentioned above are good and I also understand the material that will be delivered.

- 9 Agus Nice. Then, do you have problem in vocabulary mastery? What problem do you face in vocabulary mastery?
- 10 Arina Yes, I do. My vocabulary mastery is still low. So, there are many problems that I face in mastering vocabulary. I have 3 main problems. First, I often have difficulty speaking or understanding a sentence because there is one word I don't know the meaning of. Second, I often forget vocabulary that I already know the meaning of. So my vocabulary mastery could not improve significantly. And thirdly, I don't know how to pronounce the word correctly even though I already know the meaning of the word.
- 11 Agus Very good. How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Arina What I usually do is look for synonyms of the word. But if I still don't know it, then I will say it in Indonesian.
- 13 Agus Nice. How about your grammar in speaking, do you worry it? Why?
- 14 Arina My grammar in speaking can not be said to be proficient. Therefore, I often don't pay attention to grammar when I speak. This of course worries me. Although there is a saying that "the key to communication is the listener can understand the speech of the speaker." However, grammar is an important element in language learning, especially English. If the grammar is not right, it will change

- the meaning of a sentence. That's why it's so important for me to master grammar.
- 15 Agus Then, what do you think about your pronunciation? Do you emphasize your pronunciation in speaking? Why?
- 16 Arina I think my pronunciation when speaking still often has errors. Because my mastery of vocabulary is not perfect, it makes it difficult for me to pronounce vocabs, especially new vocabs that I have never read or heard before.
- Yes, I do. I emphasize my pronunciation when speaking. Although I still often have errors in pronouncing it. Because if the pronunciation is wrong, it can change the meaning of a word. That's why I think it's very important to emphasize pronunciation when speaking.
- 17 Agus Nice. Then, did you find any other trouble in creating YouTube vlogging? What is it? And how you handle it?
- 18 Arina Yes, I did. Another problem I've found in vlogging YouTube is the problem with the media or tool I use to capture the video. Video vlogging results always consume a large enough storage memory. In addition, tools such as a tripod are needed to help me when taking videos. Whereas I don't have it. Plus the atmosphere around me is always noisy during the day or even at night. This really annoys me when I'm taking videos.
- What I usually do to deal with all these problems is to free up my cellphone's memory storage first before I take videos. Even though it means I need to uninstall my social media apps. I also often use tripod replacement tools, such as chairs, pillows, cardboard, etc., to help me when I'm taking videos. And to avoid the noise from my surroundings, I usually take videos in the middle of the night.

- 19 Agus Finally. Which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 20 Arina I prefer speech task on YouTube vlogging. – Although I often find some problems doing vlogging YouTube tasks, speech face to face in front of people is much more difficult for me. Because I kinda tends to be shy when speaking in public. In addition, when doing the vlogging YouTube task, I can make plans beforehand about what we will convey in vlogging later. I can also edit the re-take if I have a speech error.
- 21 Agus Well done Arina. It's the end of this interview. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, ure always succeeded in ur study. Have a nice day. Thanks

TRANSCRIPT OF INTERVIEWEE 11

Friday, July 16, 2021, 08.29 a.m. through WhatsApp Application

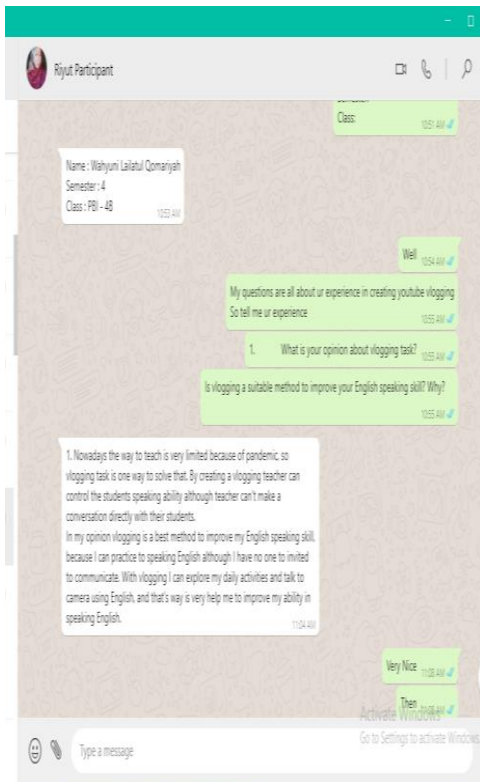
Turn Name Expression

- 1 Agus Good Morning. Let me introduce myself. My name's Agus. I am student of English Education Department 2017. Here i'm going to give some questions for you as the interview. Firstly, please complete your identity.
- 2 Fina Name Alfina Husnunnida, Semester 4, Class PBI 4B
- 3 Agus Well, what is your opinion about vlogging task? Is vlogging a suitable method to improve your English speaking skill? Why?

- 4 Fina I think vlogging is a pretty good way to hone the speaking skills.
Because students are required to speak in front of the camera to hone their speaking skills, increase self-confidence and also be able to follow trends in the digital era. Personally I don't like vlogging as a way to improve my speaking skills. I prefer to improve my speaking skills by watching movies or listening to music.
- 5 Agus Nice. Does YouTube vlogging motivate you to improve your English speaking skill? Why?
- 6 Fina I thought I'd try vlogging to improve my English speaking skills. Because vlogging can increase my self confidence and can express myself
- 7 Agus Do you prepare your performance before vlogging?
- 8 Fina Yes, I do. Before doing vlogging I have to prepare myself. I have to make a list of what I have to do and practice speaking in front of the mirror so that when taking videos. it can run smoothly and look natural.
- 9 Agus Nice. Then, do you have problem in vocabulary mastery? What problem do you have? And how do you handle that?
- 10 Fina I have very little vocabulary mastery, so I find it difficult to take videos spontaneously. So I have to make a list of words that I will say in vlogging and memorize them
- 11 Agus How do you cope vocabulary blank when doing YouTube vlogging?
- 12 Fina If i run into empty vocabulary while taking YouTube vlogging i will pause the video and read my vocabulary list and then take vlogging again
- 13 Agus Nice □ Oke then. How about your grammar in speaking, do you worry it? Why?

- 14 Fina Yeah, I think my grammar is so bad. And when speaking English with other people I sometimes worry if they don't understand what I'm saying. If I speak during a presentation, maybe I can practice my grammar first, but if I speak directly or spontaneously I have a little difficulty
- 15 Agus What do you think about your pronunciation? Do you emphasize your pronunciation? Why?
- 16 Fina I think my pronunciation is good enough. And when speaking usually with a rather fast intonation but still emphasizes the pronunciation. Because I think if it's too slow I'll go blank
- 17 Agus I see i see. Then, did you find any other trouble in creating YouTube vlogging?
- 18 Fina I don't think there's any other problem from myself in creating YouTube vlogging. But in this situation I am a little disturbed by the situation around my house. Because there are neighbors who often play loud songs, so I have to make the most of the time when it's quiet.
- 19 Agus Wkwk ur neighbor huh
- 20 Fina Finally, which task do you prefer, having speech on YouTube vlogging or speech face to face in front of people? Why?
- 21 Agus Of course I prefer to do speech on YouTube vlogging. Because it's easier, and I can take videos repeatedly
- 22 Agus Well done. Fina. It's the end of this interview. This really means to me. You help me a lot. I just can say thank you very much. Hopefully, u always succeeded in ur study. Have a nice day. Thanks

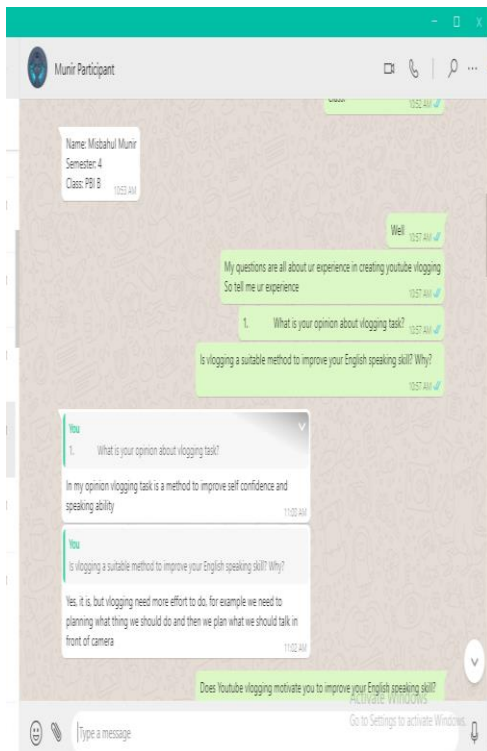
DOCUMENTATION OF INTERVIEW



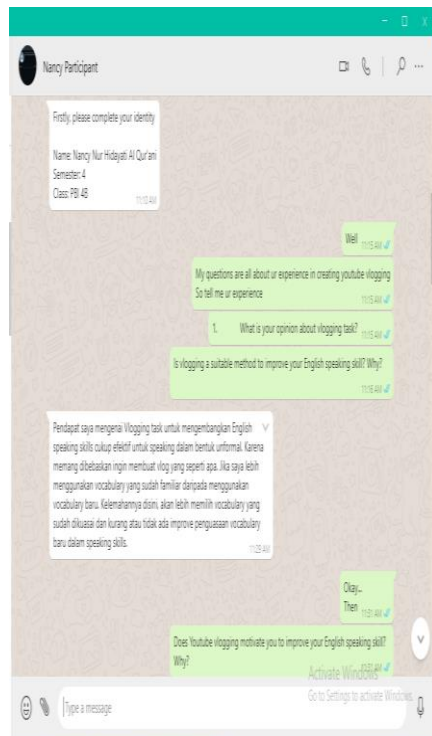
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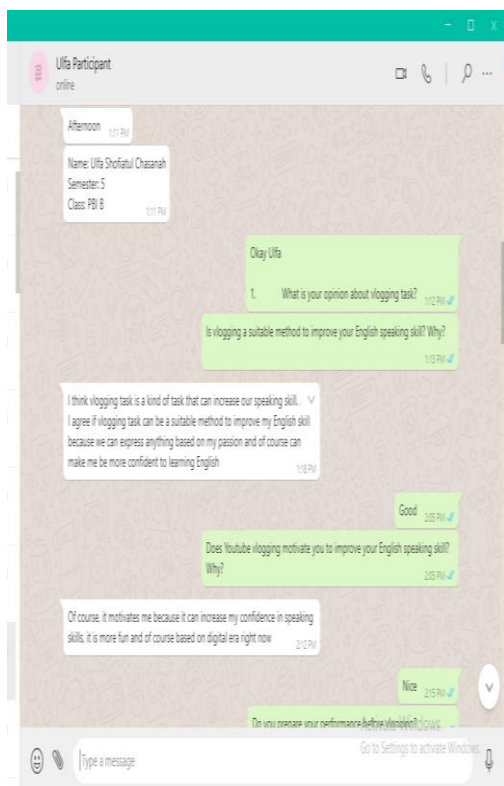
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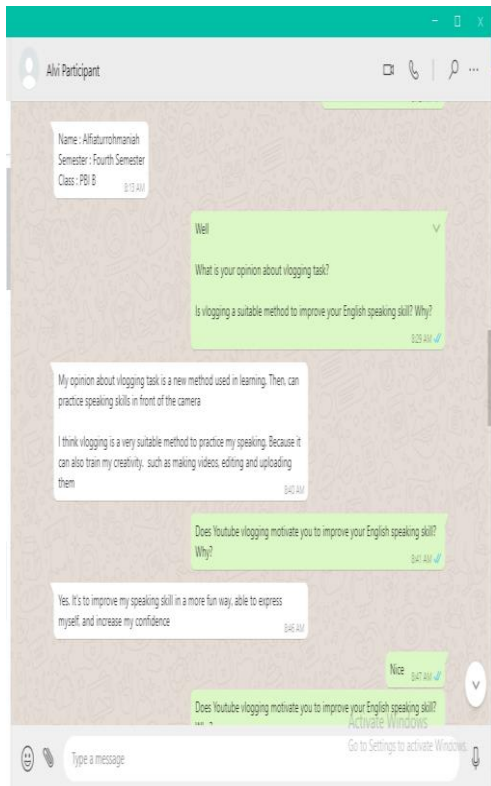
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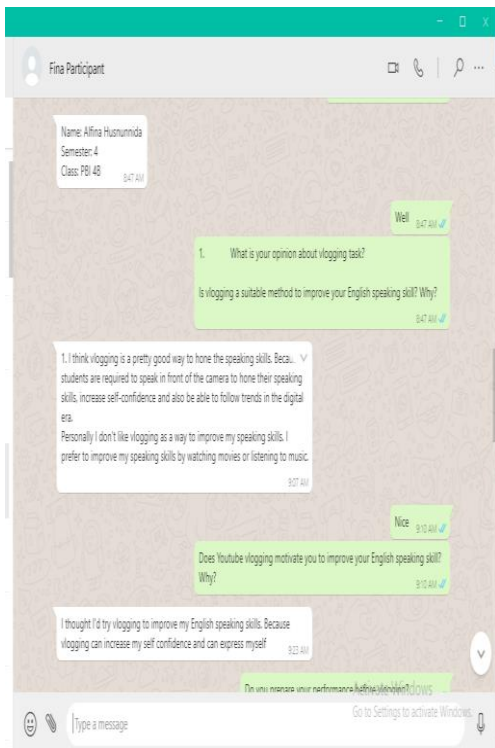
Documentation 5 Nancy



Documentation 9 Ulfa



Documentation 10 Alvi



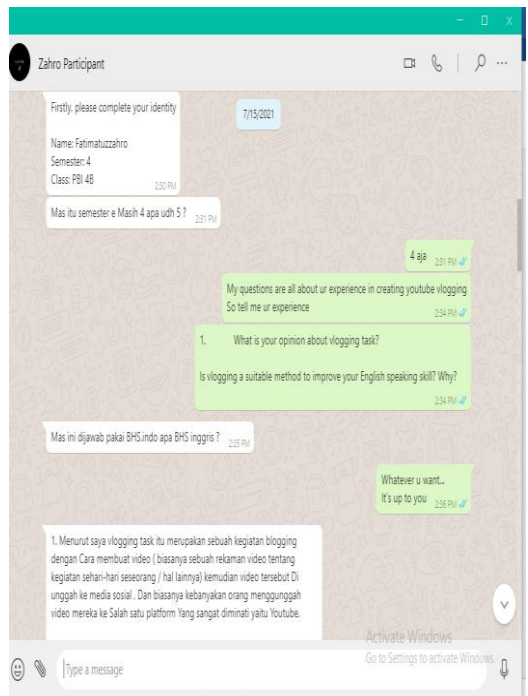
Documentation 12 Fina



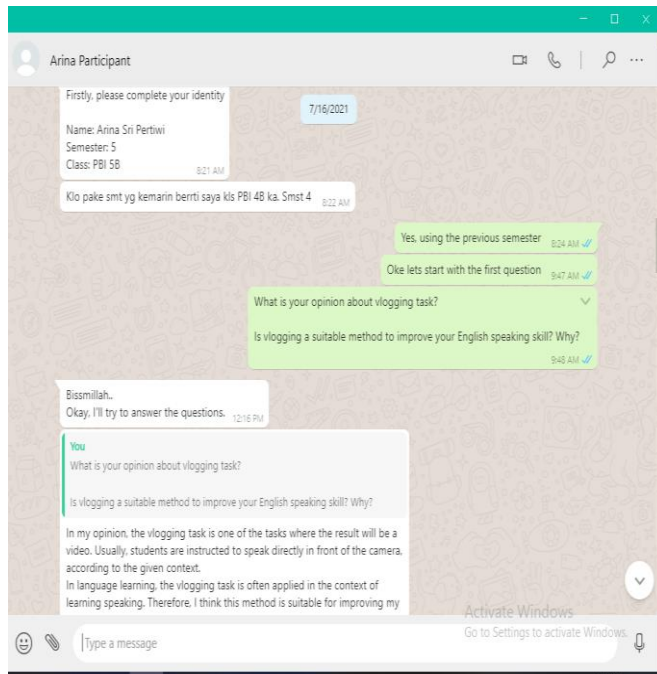
Documentation 13 Kamala



Documentation 14 Dinda



Documentation 15 Zahro



Documentation 16 Arina

CURRICULUM VITAE

A. Personal Details

Name : Agus Suprpto
Student's Number : 1703046052
Place and Date of Birth : East Lampung, January 8th, 2000
Home Address : Rawa Ragil 18/02, Rawa
Pitu, Tulang Bawang,
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Gender : Male
Marital Status : Single
Religion : Moslem
Phone Number : +62815-4202-4704
E-mail : aguss3002@gmail.com

B. Education Details

1. SD N 01 Rawa Ragil (2005-2011)
2. SMP Rawa Pitu Gedung Jaya (2011-2014)
3. SMK HMPTI Banjar Agung (2014-2017)
4. English Education of UIN Walisongo Semarang (2017)

This is to state that above information is true and provided here by me, all in good faith.

Semarang, December 13th, 2021
Sincerely,



Agus Suprpto