

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Results

The study has been done by the researcher in an English education department in Indonesia about the use of YouTube vlogs to improve the speaking skill of the third semester students in an English education department in Indonesia. The observation was conducted from Monday, 26 July 2021, to 20 August 2021 at the third semester students in an English education department in Indonesia. The purpose was to answer the research problems in the first chapter. There were three objectives in this research; they were: 1) To find out the perceptions of the third semester students in an English education department in Indonesia to the use of YouTube vlog in improving the students' speaking skill, 2) To find out the kinds of the obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill, and 3) To find out the strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill.

1. The perceptions of the third semester students in an English education department in Indonesia to the use of YouTube vlog in improving the students' speaking skill

Based on the results of the observation at the third semester students in an English education department in Indonesia in 2020/2021 academic year (Class C), the Lecturer of speaking for professional context had used YouTube vlog in an online manner. It used the help of electronic devices such as cameras, laptops, computers, and mobile phones to facilitate the learning process. In addition to using electronic media, Lecturer also use the internet network to connect with students.¹

Before starting the lesson, the teacher prepares some preparations. According to a statement from the Lecturer of speaking for professional context of department of English education in Indonesia, the Lecturer stated that he prepared lesson plan before the learning process, namely one sheet of the

¹ Observation in The Third Semester Students in an English Education Department in Indonesia (26 July 2021).

lesson plan.² Its form was the same as the lesson plan in general, but the content is simplified, which only contains objectives, steps, and learning assessments.

In the fourth meeting, the Lecturer made other preparations before learning began, namely making several checks such as making a check the material, application used, the readiness of students to attend online classes, including internet quota, attendance list. After preparing the lesson plan and checking it, the next step was the Lecturer give the material about making YouTube vlog then instruct the Students make a YouTube vlog as a mid semester assignment.³

The Lecturer gave three weeks for Students to complete the assignment. During the process of making YouTube vlog, the researcher did the interview with the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia about the perceptions, obstacles, and strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill.⁴ The following was the evidence of the use of YouTube vlog to improve speaking skill of the third semester students in an English education department in Indonesia:

There were some perceptions of the use of YouTube vlog to improve speaking skill from the third semester students in an English Education Department in Indonesia. According to Student 1, YouTube vlog encourages student self-monitoring. Because they could listen to themselves before submitting the video, if a student decided that the original vlog was not the best, they could try it again.⁵ Vlog helps language learners to self-monitor their performance before the students posted their vlog on YouTube. Lecturer added that the benefit of the use YouTube vlog was the Lecturer could maximize the evaluation because the video could be replayed repeatedly without time limitations, like

² Observation in The Third Semester Students in an English Education Department in Indonesia (26 July 2021).

³ Observation in The Third Semester Students in an English Education Department in Indonesia (26 July 2021).

⁴ Observation in The Third Semester Students in an English Education Department in Indonesia (26 July 2021).

⁵ Interview with Student 1, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

in the classroom.⁶ The Lecturer also could maximize the evaluation of the students about the vlog that had been posted on YouTube because the video could be replayed every time and everywhere without time limitation.

Some students felt unconfident to speak in front of the camera at first. Nevertheless, it made them force themselves to be a braver individual to speak English confidently. The students recorded the video repeatedly until they felt confident so the Students could make a good video vlog to be posted on YouTube. Student 2 stated that some Students did not really feel confident speaking in front of the camera at first. However, it made them force themselves to be a braver individual to speak English confidently.⁷

Sometimes the Students felt bored with the formal learning style, so, the Lecturer must be creative and innovative in teaching the English Students. Learning media was needed to create the learning process more interesting, fun, and interactive. YouTube vlog was one of the media that could be used to create the learning process more effective. Student 3 explained that Utilizing YouTube vlog as a medium for learning English was adequate to create the conditions and the learning environment engaging, fun, and interactive.⁸

YouTube vlog was one of the media that could be used to create the learning process more effective. However, there were some Students who assumed that YouTube vlog was not effective as learning media because there was no interaction during the process of vlogging, only interacting in front of the video camera. According to Student 4, he said that some students felt shy, scared, and nervous when performing in front of the camera. Producing the target language during vlogging was not as effective as speaking with a native speaker; there was no interaction during the vlogging process, only interacting in front of the video camera.⁹

⁶ Interview with Lecturer of Speaking for Professional Context in an English Education Department in Indonesia (1 August 2021).

⁷ Interview with Student 2, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

⁸ Interview with Student 3, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

⁹ Interview with Student 4, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

YouTube vlog had some advantages for learning English media, those were: 1) The Lecturer could access the video to evaluate and repeat the process if the Lecturer missed a detail, 2) YouTube vlog gives a new enjoyment experience for both Lecturer and students, 3) YouTube vlog was able to increase speaking skill especially pronunciation, fluency, and enrich vocabulary, and 4) YouTube vlog helped the students to increase confidences of the students to speak English. According to Lecturer of speaking for professional context, the advantages of YouTube vlog were the time effectiveness. The Lecturer could always access the video to be evaluated and repeat the process if the Lecturer miss a detail, and Youtube vlog also gives new enjoyment experience for both Lecturer and students.¹⁰

Student 5 stated that YouTube vlog was able to increase speaking skill, especially pronunciation and fluency, and enriched vocabulary.¹¹ Using a Youtube vlog also could enrich the knowledge of new words and accents of native speakers, such as the accent of British English and American English. Student 6 added that YouTube was an authentic media that could enrich the vocabulary and understanding across cultures, such as jokes and slang words that commonly were used by native speakers.¹² The example was a joke that was used by the native speakers was different from a joke in Indonesia, such as cross-culture differentiation.

According to Student 8, using YouTube vlogs helped students to increase their confidence to speak English.¹³ The Students could immediately know the pronunciation and how to pronounce it correctly. The Students who felt unconfident, shy, scared, and nervous when performing in front of the camera, force themselves to be braver individuals to speak English confidently by using YouTube vlog. They would try to record the video again and again until they felt confident.

Otherwise, YouTube vlog had some disadvantages to learning English media; those were: (1) YouTube vlog was not as

¹⁰ Interview with Lecturer of Speaking for Professional Context in an English Education Department in Indonesia (1 August 2021).

¹¹ Interview with Student 5, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹² Interview with Student 6, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹³ Interview with Student 8, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

interactive as well as in the classroom, and (2) the limited internet connection. According to Student 7, the disadvantages of the use of YouTube vlog were YouTube vlog was not as interactive as well as in the classroom, for example, the Lecturer could not give feedback to the vlogger directly, while in the classroom, the Lecturer could give feedback and evaluate the material to the students directly.¹⁴ Student 4 stated the disadvantages of YouTube vlog were the limited internet connection, and YouTube vlog needs good internet connection which sometimes the network was down in the middle of accessing students' work.¹⁵ This problem becomes a lack of YouTube vlog because it could be accessed with a good internet network.

2. The obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

The researcher still found some obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill. These obstacles could inhibit the implementation of the use of YouTube vlog process. So, it must be analyzed and search the solutions to reduce the negative impact. The following were some obstacles faced in using YouTube vlogs:

a. Shyness

Based on the study of the observation of the third semester students in an English education department in Indonesia, The students were often inhibited to try saying something in the foreign language, because of nervousness, lack of confidence, and worrying about making mistakes. Student 3 stated that the students felt inhibited speaking in front of the camera because they felt shy, nervous, lacked confidence, and lack of vocabulary, so the students could not speak fluently.¹⁶ Student 2 added that students who were inhibited in their speaking activity generally were nervous,

¹⁴ Interview with Students 7, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹⁵ Interview with Student 4, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹⁶ Interview with Student 3, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

lack confidence and worried about making mistakes, and fearful of saying or doing something.¹⁷

b. Cognitive and Affective Interferences

Cognitive and affective interferences were the other challenges that confronted by the third semester students in an English education department in Indonesia. Vlogs were listed as new medium in speaking instruction. According to Student 5, cognitive issues can damage a person's capacity for learning, memory, perception, and problem-solving.¹⁸ In this instance, students still found it challenging to memorize the script prior to creating a vlog. If pupils have trouble memorizing the script, it might compromise the vlog's quality. Cognitive issues may also arise when students do not completely understand the directions that the lecturer gave them after giving them. Thus, it will have an impact on student projects. For example, Lecturer gave instructions to the students to did an interview with foreigners in a tourist place, but the students just did an interview with their friends in the tourist place.

c. Technical Problem

A technical problem is a problem with some technical aspects of a study. In this case, a technical problem was a problem when the Students implemented YouTube vlog in learning English speaking. The students less understand how to make a good vlog properly. According to Lecturer of speaking for professional context, the difficulties of implementing YouTube vlog were a technique of recording and editing videos.¹⁹ Making a good vlog required editing techniques because it takes a lot of time. A recording was easy but editing a video was difficult for most of the students. Student 5 stated that the pupils had not prepared the necessary equipment for creating a video, including a tripod, camera, speaker, tools for editing the film, knowledge of effective editing techniques, and so forth.²⁰ For instance, the

¹⁷ Interview with Student 2, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹⁸ Interview with Student 5, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

¹⁹ Interview with Lecturer of Speaking for Professional Context in an English Education Department in Indonesia (1 August 2021).

²⁰ Interview with Student 5, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

sound of the video was not audibly audible since the pupils did not use the speaker when recording it. The film was nonetheless monotonous because some pupils did not give it their all when editing it.

d. Time requirement

Time requirements here constituted another crucial issue. Constructing vlog included making an outline, recording videos, and editing videos took a lot of time.²¹ Time involvement was one of the significant concerns in blog-based learning projects.

3. The strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

Several obstacles arose in implementing YouTube vlog as learning media. The Lecturer of speaking for professional context and the third semester students of English education department in Indonesia provided strategies in using YouTube vlog to improve the students' speaking skill as follows :

a. The strategies used by the Lecturer of speaking for professional context in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

There were several strategies used by Lecturer of speaking for professional context in using YouTube vlog to improve the students' speaking skill.²²

1) Giving Motivation

The problem solution to solving a cognitive problem was giving motivation. Students should do self-correction when they less master speaking well. Besides, the Lecturer encourages students to become reflective learners and to monitor their own learning process.

2) Technical Capability

Lecturer should train the students about how to make a good vlog continuously about what was needed by students to make a vlog. Students should have the technical capability through technology based media

²¹ Interview with Student 3, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

²² Interview with Lecturer of Speaking for Professional Context in an English Education Department in Indonesia (1 August 2021).

development training. The students watched a tutorial about how to make a good vlog and edit a video and then imitated it. Editing video technique was needed to produce a good video.

3) Professional development

Speaking skills can be developed daily in speaking class as well as in a vlog project. As a result, the lecturer plays a crucial role in helping the students expand their vocabulary so they can employ expressions in academic situations. Additionally, the Lecturer should provide students more chances to use the target language in class.

4) Time Management

Students needed to manage their time management well. Because if they could not manage the time, it could make the project was not carried out well.

b. The strategies used by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

There were several strategies used by the third semester students in using YouTube vlog as learning media to improve speaking skill. Student 6 claims that the students watched various films that related to the course subject, such as ones concerning self-introduction. According to the video, the pupils might comment or ask questions. The students were instructed to record a vlog during the allotted time at the following meeting. The lecturer chose the topic for the video, and everyone had to create a YouTube vlog by the end of the next class. The kids' speaking abilities will increase compared to before. All of the respondents created their own vlog after watching vlog videos on YouTube. They used several methods to create it.²³ Student 4 said that the students watched a variety of English vlogs before selecting one that was done well. They then copied the accent, pronunciation, and fluency of speech in that vlog. After considering and outlining the sentences that will be utilized, they then open a dictionary and look up the definition that best fits the video.²⁴

²³ Interview with Student 6, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

²⁴ Interview with Student 4, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

In addition, the students watched vlogs from native speakers on the internet, then understood the words and the style of language, especially the pronunciation of native speakers, then the students wrote a script, then made the vlog and recorded using a camera and took videos using a camera repeatedly until the results were really good.²⁵

According to Student 8, the students looked for good vlog video references on the internet according to the material given by the Lecturer, then prepared the material, then recorded a vlog using a camera. They then edited the video to produce a good video vlog. Without the editing process, the vlog looked mundane even though the contents of the vlog were attractive.²⁶ Student 3 added that the students prepared the material, then made a script about what the students will explain in the video. The editing process was the most important step because editing the video before posting it on YouTube had a lot of influence on the quality of the video.²⁷

B. Discussion

After presenting the data based on the facts, then the follow-up of this study was data analysis using the descriptive qualitative data analysis in a clear and detailed manner. The following elaborations were the results of the analysis from the researcher.

1. **The perceptions of the third semester students in an English education department in Indonesia to the use of YouTube vlog in improving the students' speaking skill**

Before publishing their vlogs to the public, language learners could self-regulate their performance thanks to YouTube Vlog. Initially, some pupils struggled with their confidence when speaking in front of the camera. However, it forced them to become braver people who could speak English with assurance. It proved that the use of YouTube vlog improved confidence in speaking English. This was in line with the finding of Balbay, Seher and Kilis Selcan that The students first struggled with speaking in front of the camera. However, it forced them to become braver people who could speak English

²⁵ Interview with Student 7, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

²⁶ Interview with Student 8, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

²⁷ Interview with Student 3, The Third Semester Students in an English Education Department in Indonesia (1 August 2021).

with assurance. They were initially anxious and insecure, but by forcing themselves to attempt again and over again, they were able to create the best vlog. It demonstrated how the students might become bolder, more self-assured, and more enthusiastic about the speaking activity by using vlog.²⁸

The students felt shy, scared, and nervous when performing in front of the camera. It was supported by the research finding which was conducted by Pimpanitt Chottsawhas. She said that the students did not really feel confident speaking in front of the camera. They felt nervous and had difficulty with video recording.²⁹

Student 4, one of the third semester students in an English education department in Indonesia said that producing the target language during vlogging was not as effective as speaking with a native speaker. There was no interaction during the process of vlogging, only interacting in front of the video camera. It was supported by the research finding which was conducted by Pimpanitt Chottsawhas. She said that using vlog was not quite effective because there is no interaction, just like speaking alone to yourself.³⁰

YouTube vlog was able to increase speaking skill, especially pronunciation and fluency, and enrich vocabulary. It was supported by the research finding which was conducted by Izzah Mulidah that The speaking skills of students are considerably improved through vlog.³¹ Because the researcher believed that the video blog was active and may encourage students to appreciate and be interested in the lesson, she gave students video blogs as part of the treatment. Through video watching exercises, they might learn proper English models. Their pronunciation and grammar accuracy, fluency, vocabulary mastery, and comprehension would all improve as they learned how to utilize the language in authentic situations or in everyday conversation.

²⁸ Balbay, Seher 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, no. 2(2017): .

²⁹ Pimpanitt Chottsawhas, "English Language User's Perceptions Towards The Use of Vlogging as An English Speaking Activity," *Thammasat University*, (2016): 59.

³⁰ Pimpanitt Chottsawhas, "English Language User's Perceptions", 60.

³¹ Izzah Maulidah, "Vlog: the Mean to Improve Students' Speaking Ability," 12.

Otherwise, the disadvantages of using YouTube vlog were the use of YouTube vlog was not as interactive as well as in the classroom and the limited of internet connection. It was supported by the research finding conducted by Novita Lestari. She said that the disadvantages of the use of vlog was the internet connection issue and the communication that happened in the classroom was not as interactive as well as in classroom.³² The Lecturer could give feedback to the vlogger directly, while in the classroom, the teacher could give feedback and evaluate the material to the students directly.

2. The obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

In implementing YouTube vlog, the researcher still found some obstacles faced by the third semester students in an English education department in Indonesia.

Based on the interviews, the researcher found the obstacles of the use of YouTube vlog to improve speaking skill. The students were often inhibited about trying to say something in the foreign language, such as nervous, lack of confidence, and worried about making mistakes. WandaRahmawati stated the students inhibit from speaking in front of the camera because they felt shy, nervous, lack of confidence, and lack of vocabulary, so the students could not speak fluently. According to Student 2, pupils who are restricted in speaking are typically uneasy, lacking in confidence, frightened of making mistakes, and nervous about saying or doing something. This was consistent with the discovery made by Cynantia Rachmijati, Anita Anggraeni, et al. that students still found it challenging to memorize the script prior to creating a vlog. Their command of language and pronunciation was lacking.³³ When the students recorded the video in a public setting, some of them felt awkward and ashamed. Lack of self-assurance, a limited vocabulary, and concern over making mistakes were the causes of my anxiety when speaking in front of the camera. Before

³² 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): 922.

³³ Anita Anggraeni, CynantiaRachmijati, Et al., "Vlog: A Tool for Students' Speaking Practice Enhancement," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 155.

creating a vlog, the students had to gather their materials, develop a screenplay, and then memorize it.

Cognitive and affective interferences were the additional challenges that the third semester students in an English education department had to deal with. Vlogs were classified as new media in speaking instruction. According to Khoif Saiful, a cognitive difficulty is one that interferes with one's capacity for learning, memory, perception, or problem-solving. This was in line with Izzatussariroh's discovery that students still found it challenging to memorize the script before creating a vlog. If pupils have trouble memorizing the script, it might compromise the vlog's quality.³⁴ When they recorded the video in a public setting, some of the students felt awkward and ashamed. Thinking, logical reasoning, adoring, and imagining are mental exercises related to the cognitive realm. The mentalities and traits that highlight pupils' perspectives and emotional states toward other students and teachers fall under the affective domain.

The difficulties of implementing YouTube vlog were technique recording and editing video. The students less understand how to make a good vlog properly. Editing technique was required to make a good vlog. Khoif Saiful added that the students did not prepare the tools of making a video, such as tripod, camera, speaker and so on, how to edit video well was most important to make a good vlog. This was supported by Syifa' Khuriyatuz Zahro who asserted that Lack of experience with video editing techniques, lack of self-assurance and reluctance to speak in front of a camera, and noisy voice production for video recording in public locations were the barriers to adopting vlogs.³⁵ The majority of pupils found the editing process to be challenging.

Another significant problem in this case involved the passage of time. Making an outline, recording videos, and editing videos all took a lot of time while creating a vlog. It was proven through research by Izzatussariroh that the most difficult and time-consuming part of video vlog production was the

³⁴ Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 97.

³⁵ Syifa' Khuriyatuz Zahro, "Technology Integration to English Speaking for Beginner Classroom Through Vlogs: A Bridge of EFL Students' Hesitancy to Speak in International Seminar on Language, Education, and Culture, KnE Social Sciences, (2020): 311.

editing procedure. One of the main issues with blog-based learning projects was the time commitment.³⁶ The pupils must effectively manage their time. Because the project might not be completed successfully if the students were unable to manage their time.

3. The strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

- a. The strategies used by the Lecturer of speaking for professional context in using YouTube vlog to improve the students' speaking skill

According to the researcher's interview, there are various ways to get around the challenges of using a YouTube vlog to develop speaking abilities. They provided time management, technical proficiency, professional development, and inspiration. When students struggle to speak clearly, they should practice self-correction. Additionally, the lecturer promotes students' development as thoughtful and self-aware learners. This was in keeping with Izatussariroh's discovery that, in the presence of a motivating factor, motivation can rise quickly while confidence, which rises in tandem with motivation, serves as a reflection of motivation. Thus, it is essential to employ the right method or teaching medium to increase students' motivation and self-confidence when speaking English.³⁷ Students converse in English more frequently outside and within the classroom when the learning experience is positive and pleasant because it was fun and had a favorable impact on their motivation.

The students needed to be taught how to create a successful vlog and what equipment was required by the students. Through instruction in media development using technology, students should have technical proficiency. Additionally, lecturers could use vlogs as one of their evaluation techniques in order to get a complete view of their students' communicative proficiency. Editing video

³⁶Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 94.

³⁷ Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 93.

technique was needed to produce a good vlog. The editing process was the most important step because editing the video before uploading it to YouTube greatly affected the quality of the video.³⁸

Participants were effectively able to receive verbal signals and non-verbal expressions from their peers through vlog, which were lacking in text- and voice-based vlog but essential for speaking growth. This was in line with Seher Balbay and Selcan Kilis' discovery that videos do play a key part in public speaking instruction. There are many different types of literacy, not just text-based literacy. Furthermore, it is said in their article that watching presentations can aid students in comprehending the elements of public speaking, such as clothes, posture, and environmental aspects as well as hand and arm motions, head nods, and head gestures.³⁹ Students might self-evaluate using the vlog. In the vlog-based learning environment, the students learnt to undertake self-assessments by keeping track of their speaking development and reporting on their oral performances.

- b. The strategies used by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students' speaking skill

The researcher discovered methods for using YouTube vlogs to develop speaking skills based on the interviews. The pupils viewed a video blog on YouTube, according to Student 6. They were setting up their individual video blog. The pupils watch different English-language videos, pick a good one, then imitate the accent, pronunciation, and speaking style. The students will next brainstorm and write the sentences that will be utilized, open a dictionary, and select the definition that best fits the context of the movie. It was supported by the research finding which was conducted by Nailis Sa'adahSafitri, and Ianatul Khoiriyah that the students' strategies to make a good vlog were the students watch some video on the internet, then imitate the accent, the

³⁸ Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 95.

³⁹ Seher 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, no. 2 (2017): 238.

pronunciation, and how to speak fluently.⁴⁰ Some students are highly skilled, but others still need a lot of practice. Students typically have trouble communicating because they lack vocabulary, don't understand how to use language, and are afraid of making mistakes. To make a quality vlog, it was crucial to prepare the content and view a native speaker's vlog online.

In addition, the students watched vlogs from native speakers on the internet, then understood the words and the style of language, especially the pronunciation of native speakers, then the students wrote a script, then made the vlog and recorded using a camera and took videos using a camera repeatedly until the results were really good. This was in line with the finding of Cynantia Rachmijati, Anita Anggraeni, and friends who watched video vlog on the internet and was required to guide and evaluate the students to make a good YouTube vlog.⁴¹ Watching native speakers vlog on the internet was very necessary so that the material could develop and students will understand the meaning much better.

According to Student 8 the students looked for good vlog video references on the internet according to the material given by the Lecturer, then prepared the material, then recorded a vlog using a camera. Then edited the video to produce a good video vlog. Without the editing process, the vlog looked mundane even though the contents of the vlog were attractive. It was supported by the research finding which was conducted by Seher Balbay and Selcan Kilis. The objectives of video editing were to cut out unnecessary film, separate desired footage, and arrange footage such that a new piece of footage could be added later. Using video editing, vloggers could combine audio (background music, special effects, etc.) with video to produce more visually

⁴⁰ Nailis Sa'adah Safitri and Ianatul Khoiriyah, "Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill," *Universitas Islam Indonesia, AASIC*, (2017): 246.

⁴¹ Anita Anggraeni, Cynantia Rachmijati, and friends, "Vlog: A Tool for Students' Speaking Practice Enhancement," *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 157.

appealing vlogs.⁴² The students prepared the material, then made a script about what the students will explain in the video, and the editing process was the most important step because editing the video before posting it on YouTube had a lot of influence on the quality of the video.



⁴² Seher 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, no. 2 (2017): 247.