

Efl Students' Perceptions Toward Watching Vlog Experience For Speaking Skill

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Abstract

This study has investigated EFL Students' perceptions toward watching vlog experience for speaking skill. The focus of the research is to know student's perceptions watching vlog for learning English in speaking skill including the advantages of watching Vlog and limitations from watching Vlog experience for speaking skill faced by them. The research was conducted at University PGRI Sumatera Barat. A qualitative method was employed to gather in-depth insights from the participants. The research involved semi-structured interviews with three EFL students from English Department from University of PGRI Sumatera Barat. The participants were selected based on their interest in watching vlogs for language learning and their willingness to share their experiences. Based on the findings of the interview data, watching vlogs experience for speaking skill was effective because has many advantages compared to disadvantages. Students perception towards watching vlog experience show that students has positive cognitive impression because all of the participants have been learning English since middle school, indicating a long term commitment to learning the language for improving their speaking skills. They reported that vlogs helped them improve their pronunciation, grammar, vocabulary, and fluency. The participants also appreciated the real-life scenarios and authentic language used in vlogs, which helped them learn the type of English used in daily lives. This study is significant because its findings can be used to inform the development/ self learning for EFL students that might enhance their speaking skills in English language learning.

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1. INTRODUCTION

Nowadays everyone can study everywhere and every time, especially in the current digital era, even though there are schools and Universities, the time to study is very short and limited. As an EFL student, it is crucial to be proactive and seek opportunities to enhance their English-speaking skills, as speaking is a vital aspect of language learning. By actively looking for ways to improve their speaking abilities, a students can significantly enhance their language proficiency. (Burns, 2012) argues that speaking is a complex skill that involves various processes, including cognitive, physical, and socio-cultural factors also implies speakers' knowledge and skills must be quickly activated in real-time during the act of speaking. Understanding the context of daily life can be key to improve students speaking skills.

Especially students who are familiar with using technology in their daily basis today. However, it is difficult or challenging to learn speaking skills in Indonesia because English is a foreign language. (Ellis, 2008) states that having a lack of English exposure and practice students may need extra effort in mastering speaking skill. There must be a teaching innovation and self-awareness from teacher and students. (Rashid, T., & Asghar, 2016) concurred that college and University students belong to a generation raised in a digitally immersive environment and deeply involved in a world saturated with diverse Information and Communication. Technologies (ICTs). As technology facilitates academic and educational aspects, students can improve their speaking abilities through a multitude of tools (Safitri, N. S., & Khoiriyah, 2017). One increasingly popular medium among teenagers today is the video blog or vlog. (Hatch, 2011) remarks that technology has become an essential aspect of daily life for most human being in recent years. Video blogging can be used as a learning media in the classroom to improve students speaking skills.

Teacher can use vlog to create their own teaching materials based on their teaching context. Students like learning language through the use of video, which is a different language learning process in language teaching (Canning, Wilson, 2000). Video blogging may help the students to listen the correct pronunciation, new vocabulary. (Septi, A., & Triprihatmini, 2018), the students may observe videos as an audiovisual stimulus for language production and practice. Moreover, there really many English vlog on social media about tutorial, daily life, travelling, reviews and unboxing, fashion beauty, food review, and education. It can be an alternative and attractive tool for speaking learning. Vlog can be very accessible it can be found in any platform social media such as Instagram, TikTok, and YouTube.

Therefore, people started to research the vlog. (Devana & Afifah, 2020) did some research about enhancing students speaking skill and motivation through Instagram vlog. The result of the research showed that there was an improvement significantly effective to use Instagram vlogs to improve the speaking skills and motivation. (Maulidah, 2018) found that vlog can boost student encouragement by providing fun and accessible learning process. Another studies conducted to find out the effectiveness of vlog in language learning (Hakim, 2019) revealed that vlog can improve students' proficiency. From students' awareness who are lazy to learn because they don't have spirit of learning in internet generation. There are social media such as YouTube, Instagram, TikTok or others. Everybody love watch this type of video it is fun to watch , alleviate boredom, build confidence in speaking, share information and can get connected to each other (Snelson, 2015). In addition, students get a chance to build their autonomous learning. As a teaching tool, video blogging can help students become more proficient speakers. This awareness reflects the language class's tendency to have students who are not used to communicating in English.

Meanwhile, the previous studies showed that all indicate that vlog can be tool for studying speaking most of related studies are concern with using vlog as learning strategy. This study focused on student's perceptions toward experience watching vlog for speaking skill. If watching vlog could help students to develop their speaking skills from watching vlog.

2. METHODOLOGY

In this research, the researcher used qualitative as the research method. The participants of this research were three students majoring in English Education study program at Universitas PGRI Sumatera Barat. In collecting the data for this research, the data for EFL (English as a Foreign Language) Student's Perceptions toward experience watching Vlogs for Speaking Skill, that researcher used semi structured interviews with participants to explore their perception, experience, and insight regarding the impact of watching vlog on their speaking skills.

Those steps are: data familiarization, coding, theme development, data interpretation. The process of data analysis as bellow:

1. The researcher collected the data from in depth interview to know how students's perspective on the use of video blog to improve speaking skill and their strategies toward it.
2. The researcher collected the data from in depth interview to know how students's perspective on the use of video blog to improve speaking skill and their strategies toward it.

Table 1. Categorization of Theme

No.	Code	Theme
1.	EXP	Students Experiences
2.	PEV	Purpose of watching E-Vlog
3.	BNN	Benefit of watching E-Vlog
4.	CLL	Challenges and Limitation

3. The researcher collected the data from in depth interview to know how students’s perspective on the use of video blog to improve speaking skill and their strategies toward it.
4. The researcher collected the data from in depth interview to know how students’s perspective on the use of video blog to improve speaking skill and their strategies toward it.
5. The researcher collected the data from in depth interview to know how students’s perspective on the use of video blog to improve speaking skill and their strategies toward it.

The researcher conducted interview using semi structured interview to collect information. The researcher interviewed 3 EFL Students at Universitas PGRI Sumatera Barat who watched vlog to obtain more information and information and the data for this research to strengthen this research.

Tabel 2. Interview Questions

No	Indicators	Interview Questions
1.	Students Experience	Can you tell me a little bit about yourself and your background in English language learning ?
		How long have you been learning English, and what is your current level of proficiency?
		Have you ever watched vlogs or videos in English before ? if so, what kind of content do you usually watch?
2.	Fluency Vocabulary Pronunciation	What do you think about watching vlogs in English ? do you find them helpful for improving your speaking skills?
		How do you think vlogs can help you improve your speaking skills? Can you give me some specific examples?
		Have you ever watched a vlog that made you feel more confident in your speaking skills? if so, what was it about that vlog that made you feel that way?
		Do you think are good way to learn new vocabulary and grammar ? Why or why not
3.	Benefits of watching vlogs	What do you think are the main benefits of watching vlogs for speaking skill improvement ?
		Have you ever learned something new from a vlog that you didn’t know before ? if so what was it?
		Do you think watching vlog can help you develop a more natural way of speaking ? why or why not?
4	Challenges and limitations	Are there any challenges you face when watching vlogs in English ? if so what are they?

		Do you think there are any limitations when watching vlogs for speaking skill improvement? If so, what are they?
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In this research, the researcher took some step. First, the researcher reviewed the interview guide and familiarized themselves with the interview question and topics. Second, setting and recording researcher chose a comfortable location for interview, ensuring privacy and quiet surroundings. The interviews were generally conducted either in person or via call and they typically last between 15 and 30 minutes. Third, role of the interview begin by explaining the study and gaining consent for the participant. Then, started the interview by asking the initial question, and followed up with probing question as needed. After that, the researcher allowed participant to expand on their answers and provide more details. After the participant completed answering the questions the researcher end the interview by summarizing the main points discussed and thanking the participant for their time.

3. FINDING AND DISCUSSION

The purpose of this research was to find students’ perceptions on the experience of watching vlogs as learning media for speaking skill. Moreover, the researcher also wanted to find the influence students speaking skills after watching Video Blog. To find the answer, the writer conducted the interview. Based on the interview, it was found that there were 3 students who watched video blog. After the researcher collected the data, the researcher analyzed it to obtain the results of the research questions. In this research, the researchers used thematic analysis to analyze the data collected from interviews with students about their perceptions of watching English video blogs to improve their speaking skills. It involved a systematic approach to coding data, identifying themes, and interpreting the meaning of those themes.

3.1. Findings

Based on the finding from the interview, students, mentioned that watching vlog is helpful for improving her speaking skills. She thinks vlogs is a good option for understanding and listening comprehension of foreign speech. Vlogs are interactive, descriptive, and visual, making the learning process enjoyable. This engagement can help maintain interest and motivation, which are crucial for effective language learning. Student mentioned that vlogs are available on various social media platforms, making them easy to find and use. This accessibility allows learners to incorporate English practice into their daily lives without much effort. She notes that vlogs provide real and authentic English, allowing her to learn the kind of language that native speakers use in everyday situations. This exposure is valuable for developing practical speaking skills.

From the participants responses, the researcher conclude that participants 1,2 and 3 explained that watching English vlog can help students in improving their speaking skill as learning medium. This is because of its many advantages compared to disadvantages. They believe that vlogs are a good option for understanding and listening comprehension of foreign speech. Vlogs are interactive, descriptive, and visual, making the learning process enjoyable. This engagement can help maintain interest and motivation, which are crucial for effective language learning. Students mentioned that vlogs are available on various social media platforms, making them easy to find and use. This accessibility allows learners to incorporate English practice into their daily lives without much effort. They noted that vlogs provide real and authentic English, allowing them to learn the kind of language that native speakers use in everyday situations. This exposure is valuable for developing practical speaking skills. Although a few students faced different problems related to confidence in speaking in front of class about the wrong pronunciation, researcher analyzed and found that the participants of this study admitted that by watching vlog they felt more confident because they learned about the way native speakers talk or the vocabulary

they used in daily basis. Additionally, students showed positive cognitive impression towards watching vlog experience. Furthermore, the participants felt that watching English vlog as a means to develop their speaking skills was very beneficial for them. Also watching vlogs is interesting as a learning medium, because students are more engaged with the learning process, new vocabulary, and fluency can be developed outside the classroom without any time restrictions. Not only that, the participants of this study also conveyed that the limitations and challenges of watching vlog are similar to other students because vlogs do not provide feedback. This happened because vlogs are typically one-sided communication here the vloggers speak to the audience without engaging with them.

3.2. Discussion

Based on the data analysis above, the researcher found the answer to the research question in chapter one. The result of the interview that had been done by the researcher during the interview. (Akande, 2009) defines that perception is a cognitive impression of reality which in turn affects the individuals' actions and behavior towards this object. This means that someone can get something like a good or bad perception, it depends on how they feel about the object. From the interviews, students showed a positive cognitive impression from the experience of watching vlogs. Because of its many advantages compared to disadvantages.

Additionally (Matsumoto, 2021) states that developing three components of speaking skill: Speakers: who produce sound to express opinions or feelings, listeners, who receive the speaker's opinion or feeling and utterances which are words or sentences produced by speakers to convey messages. It's meaning effective speaking involves a combination of components such as clear pronunciation, grammatical accuracy, rich vocabulary use, comprehension skills, and the ability to adapt to different types of speaking situations. By watching vlog it was like listening to native speakers; learners can gain exposure to natural speech patterns and improve their fluency in speaking. Also, it can provide learners with exposure to a variety of vocabulary and grammar structures, helping them expand their language repertoire. It is supported by (Hung, 2011) watching and listening to native speakers, learners can improve their pronunciation, intonation, and fluency, as well as gain exposure to a variety of vocabulary and grammar structures.

4. CONCLUSION

Based on the data analysis from the previous chapter, it shows that EFL students' perception toward watching vlog experience for speaking skills has positive responses. Researchers conclude from the results of interviews that watching vlogs as a medium to help students enhance their speaking skills is effective because it has many advantages compared to disadvantages. Students' perception towards watching vlog experience shows that students have a positive cognitive impression. For speaking skill, the participant can produce sound to express opinion or feelings; it shows that effective speaking from watching vlog such as clear pronunciation, grammatical accuracy, rich vocabulary use, and comprehension skill and the ability to adapt to different types of speaking situations such as formal/informal. Based on the conclusion above, the researcher hopes that this research can be continued by other researchers to study deeper into this research. In addition, video blogs can provide students with a wealth of knowledge on vocabulary, grammar, pronunciation, accent, and cultural understanding. This research has demonstrated that students' perception on using video blogs to improve their speaking skills are overwhelmingly positive, employed based on the data presented above.

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