

Students' Perception of Vlog as A Self-Learning Media in Speaking

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ABSTRACT

Speaking is one of the most challenging skills in learning English. Many obstacles are faced when learning to speak, such as lack of motivation, fear of making mistakes, and lack of self-confidence. These problems are often found during the teaching and learning process in the classroom. A teacher is expected to continue innovating for exciting and fun learning methods and media to increase learning interest, motivation, confidence, and creativity in speaking. It is needed not only in the classroom but also in independent learning. This study aims to discover students' perception of the learning process for their speaking skills through using vlogs as a self-learning media and the effect of using vlogs on students' motivation, confidence and creativity. The researcher took the research object of the English Language Teaching Department students in UNU Purwokerto. The data were obtained by giving a speaking project as a vlog with a specific theme. Data collection was conducted by providing questionnaires and interviews to find out students' perceptions about the effect of using vlogs for the improvement of motivation, confidence and creativity and also observing the students' vlogs to find out the learning process of speaking from the aspect of pronunciation, grammar and vocabulary. Data analysis is qualitative descriptive with theories from Dulay and Fromkin (1982). This study found that based on students' perceptions, they agreed that using vlogs improved their motivation, confidence and creativity. Meanwhile, based on the observation, it was found that there were some pronunciation errors and grammar mistakes in the students' speaking, but they showed improvement in choosing vocabulary. Some students used a variety of vocabularies that were rarely used in the class.

Keywords: Speaking, Vlog, Self-Learning, Learning Media

1. Introduction

English is considered the main medium of communication worldwide, and among the four aspects of English, speaking is the most crucial skill in communicating with others. Speaking becomes one of the productive skills when learning a foreign language. Harmer stated that speaking fluently is knowing knowledge of language features and the ability to process information and language on the spot (Pravitasari, 2021). However, the facts in class show that speaking is one of the most challenging skills for English students. Although Indonesian EFL learners have learned English

in formal school for many years, they still cannot speak English fluently (Riadil, 2020). Students are generally weak in English language learning found in many parts of the world, especially in countries where English is not spoken as the mother tongue (Arianti, 2021). In this case, the English Language Teaching Department students at UNU Purwokerto overcome many obstacles when they learn to speak English, such as lack of motivation, fear of making mistakes, and lack of self-confidence. Many students are passive when asked to speak. This problem is often found during the teaching and learning process in the classroom. In the learning process, many teachers still use conventional and monotonous methods. Students are only asked to speak based on topics given by the teacher or topics from books. They imitate and learn what is already in the book. These activities make them feel bored and do not have the motivation to develop ideas when they learn English. The method that has been used so far makes students not have the opportunity to develop their creativity in the learning process, especially in speaking.

The low motivation to learn and practice English is also an obstacle in the learning process in the speaking class. Motivation is a factor that has a significant influence that greatly determines student learning outcomes and makes learning behaviour initiative, creative, and directed (Muhammad, 2016). Especially in foreign language learning, motivation and self-confidence become the determining factors in learning. Students with high learning motivation will always try to improve the learning process (Muhammad, 2016). Students must be motivated to progress in learning English, especially in enhancing their speaking skills. Teachers must use or apply interesting and fun media in the classroom to increase learning motivation. According to (Arsyad et al., 2021), the primary function of the learning media is as a teaching aid that also affects the atmosphere, conditions, and learning environment that is arranged and made by the teacher. According to (Susanti, 2019), media can increase passion and enthusiasm for learning to improve learning outcomes. Several ways can be applied to learning speaking, such as storytelling, fishbowl, role-playing, and video. The use of video is currently the most popular way to practice speaking. One example of the use of video media that is now popular is a vlog. Vlogs are a form of blogging uploaded via social media, using video media, a combination of images, text, sound, video, and animation (Saputra et al., 2017). Using multimedia such as vlogs in learning will be easier to understand and absorb information quickly. Vlogs, as learning media, can increase students' motivation and interest in practising their speaking skills. In addition, it can reduce fear, anxiety, and restlessness when practising and speaking in front of the camera. It is a new way to practice students' abilities and build confidence.

Many related types of research have been conducted about how vlogs can improve the effectiveness of students' speaking. Jon Watkins's study from Kwansai Gakuin, Hyogo, Japan, entitled "Increasing Students' Talk Time through Vlogging," showed that vlogging could increase students' talk time. There was a statement that a vlog is suitable to be implemented in English for Specific Purposes class in regards to its ability to share a positive attitude for students' learning development in speaking skills in a fun learning atmosphere. It is taken from the research "Stepping Up the English-Speaking Proficiency of Hospitality Students through Video Blogs (Vlogs)" by Maldin, Siska. Other studies of using vlogs as a medium in teaching English were also investigated by (Susanti, 2019) and (Al, 2021). They concluded that vlog was effective in teaching English at the secondary or university level.

Meanwhile, this study focused on students' perception of the learning process for their speaking skills through the use of vlogs as a self-learning media and the effect of using vlogs on students' motivation, confidence and creativity. There was also a different research object because this study focused on the English Language Teaching Department students at UNU Purwokerto. The data were

obtained by giving a speaking project as a vlog with a specific theme. In addition, questionnaires, interviews and observations were conducted.

2. Methodology

Qualitative descriptive research data collection focuses on discovering the nature of the particular event being studied. Nawawi via (Pravitasari, 2021) states that qualitative descriptive research is research that reveals a phenomenon, an event, or a condition as what it is. In short, he said that qualitative research is merely "fact-finding." In this study, data collection was carried out with observation, questionnaire, and interview because it focused on students' perceptions. Primary data comes from the questionnaires and interviews filled in by students to find out students' perceptions about the effect of vlogs on motivation, confidence and creativity improvement. Additional data comes from observing students' vlogs to find out the learning process of speaking. The findings from this data explain the perspectives of English Language Teaching Department students.

The list of questionnaires and interview questions are the research instruments used by the researchers. Those were adapted from research written by (Safitri & Khoiriyah, 2017) entitled "Perceptions About Using English Vlogs (Video Blogs) to Improve Speaking Skills". Furthermore, the researcher used a mixed language of English and Bahasa during the interview to get more detailed information from the participants. Secondary data comes from observation. Observations were looked at the learning process of speaking they did from their vlog.

The data analysis technique was carried out by processing the results of the questionnaire and interview transcripts and observations through qualitative methods. The researcher analyzed the data using five steps of data analysis by Mckernan. The steps are: collecting data, coding the data, comparing the data, building interpretations, and reporting the results. The data analysis process is as below:

1. The researcher collected data from questionnaires, interviews, and in-depth observations to determine students' perspectives on using vlogs to improve their speaking skills and strategies.
2. The researchers categorized the data. In this step, the researcher organized and reduced the data by selecting, focusing, simplifying, and transforming it. The author focused on research questions about students' perspectives on using vlogs to improve speaking skills to reduce the data. Data were categorized into themes and put into the coding.
3. Researchers compared the data to see the similarities and differences.
4. The researcher interpreted the data after the previous stage, classified it into themes, and analyzed the data using data analysis on the analysis of students' perspectives on using vlogs to improve speaking skills and their strategies for using them as learning media.
5. The researcher presented the research results to answer research questions and conclude the research results.

3. Result and Discussion

This study aims to determine the students' perception of the learning process for their speaking skills through using vlogs as a self-learning media and the effect of using vlogs on students' motivation, confidence and creativity.

3.1. Students' Perception of The Effect of Using Vlog in Motivation, Confidence and Creativity

The researchers distributed questionnaires and gave an interview with 20 respondents to find this objective. The findings showed that students agreed that vlogs could affect their motivation, confidence and creativity in speaking. There is further analysis of the finding based on the questionnaire and interview.

3.1.1 Questionnaire Results

For the questionnaire, each respondent had to answer 10 question items provided by Google Form. There is the result of the questionnaires shared with students to get their perceptions.

Table 1. The result of the Questionnaires

No	Questions	Answers		
		Excellence	Moderate	Poor
1.	At which level do you master English speaking?		50%	50%
2.	What do you think about your vocabulary mastering?		70%	30%
3.	What do you think of your pronunciation?		40%	60%
4.	How is your grammar in speaking?		50%	50%
5.	There are advantages of using <i>vlog</i> to practice your speaking	20%	80%	
6.	In your opinion, how effective did <i>vlog</i> help your speaking practice?	10%	80%	10%
7.	Do you think your speaking motivation increased after doing a <i>vlog</i> ?	25%	75%	
8.	What did you feel about your confidence when practising speaking using a <i>vlog</i> ?		90%	10%
9.	Do you think practising speaking by using a <i>vlog</i> increases your creativity in learning?	30%	70%	
10.	After vlogging using English, do you want to try another practice for speaking skills by using <i>vlog</i> again		90%	10%

Based on the questionnaire result, there are several answers shown. The first item is about the mastery of English speaking. It can be explained that from 20 respondents, 50% or ten respondents thought that their English-Speaking ability was at a moderate level, and 50% or ten students stated that their English-Speaking ability was categorized as poor. This gain was balanced between students who think their speaking skills are pretty good and those who think they are still below average. In item 2, regarding vocabulary mastery, it was obtained that at most 70% or 14 respondents stated that their vocabulary mastery was relatively high; meanwhile, the other six respondents felt it was still

lacking. For item 3 about pronunciation, 60% or 12 students stated that their pronunciation skills were still very lacking, while 40% or eight students thought their pronunciation skills in speaking were quite good. In item 4, regarding mastery of grammar, it was obtained that 50% of the respondents stated that their understanding of grammar was quite good, and the other half was still lacking. Meanwhile, in item 6, which talks about the advantages of using vlogs for speaking practice, 16 students (80%) stated that vlogs provided benefits in their speaking practice. At the same time, four students, or 20%, did not agree with this.

Furthermore, in item 6 about the effectiveness of vlogs in speaking practice, at most 80% or 16 students believed that the application of vlogs in speaking was quite effective in helping them practice speaking. Two other students even strongly agreed with this opinion. At the same time, 10% or two of students thought otherwise that vlogs were less effective in their speaking practice. Then, in item 7, regarding the increase of motivation after doing a vlog, it was obtained that 75% or 15 students stated that the motivation to practice speaking after doing the vlog was increased. And 25% or as many as 5 students said this vlog significantly increased motivation. While item 8, regarding confidence to speak, almost all 18 students (90%) thought they had pretty good faith in this vlog activity. But two students (10%) thought that their self-confidence was still lacking when they made a vlog to practice speaking.

Regarding creativity in item 9, 70% or 14 students stated that their creativity was immensely increased in using vlogs for speaking, and 30% or six others even said that in terms of invention, they felt significantly increased when carrying out this activity. Respondents tend to agree that students are encouraged to be as creative as possible in their vlog videos after using vlog media. For the last item about the continuity of doing a vlog, 90% of 18 students wanted to continue this vlogging activity to practice speaking, and the other 10% did not think so. It means that respondents feel comfortable using vlogs as learning media, so they desire to continue using them for speaking practice.

Based on the description of the analysis of the student's perception, the use of vlogs as learning media for speaking gave good responses from students. Making the video, an activity of courses, potentially improves language learning. Besides, it can be the other way to introduce or expose a theme or topic that is already part of the lesson plan. Supported by Richard and Renandya in teaching-learning, video is a way to help teachers teach and help students view skills they can apply in the study, such as vocabulary building, pronunciation, and grammar (Afrilliani et al., 2020). Vlog has become a new technology and video trend on the internet today. Russel et al. (Afrilliani et al., 2020) said that the trend today is the delivery of video media as short, concise segments that teachers can assemble in various ways to support a variety of utilization scenarios. Video-based lessons such as a vlog in speaking class can stimulate students to speak and communicate (Afrilliani et al., 2020). The purposes of video-based activity can be used in a video-based lesson, and vlog is the latest technology that can open new communication methods.

The results show that vlog media is quite interesting, increases motivation and self-confidence, eliminates boredom, and is suitable as a creative learning medium that can improve speaking skills in English. According to (Maulidah, 2018), vlogs significantly improve students' speaking abilities in increase motivation by providing a fun and easy-accessed learning process. It eliminates boredom in class. Vlogs can be a creative innovation used to improve speaking skills and confidence. Vlog is easy-accessed learning media that able to be used anytime. Vlogs can be created without spending much money because the students can personally use their phones. The easy access to learning media is the success of English learning (Mandasari & Aminatun, 2020).

The students' speaking activities in the vlog showed strong self-confidence, and no student looked embarrassed to talk. One of the factors is the learning media that they are familiar with. They use their phone to make vlogs and learn. It gave them strong confidence to speak by doing in front of their camera. Henderson (2012) stated that a critical new study by Kaiser Family Foundation shows that kids spend much more time entertaining themselves with cell phones and iPods than reading or even in the classroom. Therefore, having a cell phone to create a vlog as their learning media is a fun thing they do in the learning process.

3.1.2. Interview Result

The researchers also conducted interviews to determine the students' perceptions more clearly about the effect of using vlogs in speaking. The interview was conducted online by Zoom. The technical implementation of the interview is as follows: 1) Determining the interview schedule by dividing it into two groups, namely morning class and evening class; 2) Sharing the Zoom interview link; 3) Conducting group interviews; 4) Writing interview transcripts; 5) Classifying and reducing interview transcripts; 6) Analyzing interview transcripts. The number of central questions in the interview is ten questions.



Figure 1. Sample of Student's Vlogs

Based on the interviews, students' knowledge of vlogs is excellent because they often watch their favourite vlogs on YouTube channels or other social media. According to (Arsyad et al., 2021), vlog represents sophisticated information and technology that has become the millennial style. Vlogs have become very popular and common for millennials in the era of the 4.0 industrial revolutions. However, most students have never thought that vlogs can be a learning medium for English, such as speaking and listening, grammar, vocabulary, and many others. It was displayed in several statements below.

"I have watched many vlogs on Youtube. I love watching foreign vloggers who talk about daily life. I love to listen to the way they talk about their daily. It is interesting to watch. Sometimes I imitate the way they are talking." (Student 7)

"Sometimes, I spend my time watching vlogs. There are many interesting vlogs. I watched English vlogs also but not often. I never thought that it could be a learning activity too. I enjoy watching them because they do fun activities." (Student 5)

"I have some Hollywood celebrities I like. I often watch them doing a vlog. I watch vlogs only for entertainment, not to study. I never did and thought that. After this activity, I realize I can also study by doing or watching vlogs." (Student 10)

A vlog can be an innovative learning media they can use. David stated that a vlog is like a rendezvous of media in teaching and learning (Arsyad et al., 2021). So far, English learning methods and the media students used were still not innovative. Therefore, sometimes students get bored. Moreover, online classes limit students' interaction and practice speaking directly with friends. Most students do not have a partner who can be invited to practice English speaking at home. It is difficult for them to practice speaking. When they were introduced to vlogs, they looked enthusiastic and interested. Vlogs are more attractively and interactively to make students focused on speaking. They are ready to talk as opposed to a monotonous practice.

Vlogs improve students' speaking skills because by making vlogs, students can increase vocabulary to learn English, understand the correct pronunciation, and stimulate students to understand grammar when they want to say something. In addition, through vlogs, students think that they get motivated to learn and want to know. The confidence of most of the students also felt better because they spoke to the camera freely without any pressure from others. Creating vlogs also helps students expose and practice their speaking and communication skills. Students needed the effort to master speaking skills. These are supported by several students' statements below.

"I felt bored in online class sometime because I cannot meet and talk directly with my friends. If we got speaking practice, we felt confused to interact with others. It is difficult to practice." (Student 3)

"Because the lecturer asked me to make a vlog, I must focus on creating it. I write what I want to do in the vlog and what I want to talk about. I also practice pronunciation using a digital dictionary first so my speaking will be good." (Student 6)

"I wrote and searched many vocabularies I would use in my vlog. I also watched many English vlogs as my reference to make a vlog. So I learned new vocabulary to express my vlog. It motivated me to know more about sentences and vocabularies." (Student 9)

"I asked my friend to help me make a vlog. We have a dialogue together. It was fun. We discussed what we talked. I taught her a bit when she was confused." (Student 12)

On the other hand, students experienced some difficulties when doing vlogging activities. Some students still lack confidence in pronunciation. Many factors cause problems in speaking English. Some factors are related to the learners, teaching strategies, curriculum, and environment. Syakur, as cited (Hosni, 2014) explained that speaking is a complex skill because at least it is concerned with grammar, vocabulary, and pronunciation components. Several students felt less confident in their limited vocabulary. Another obstacle experienced by students is from a technical point of view, such as in the video editing process and finding someone to talk to vlog. In addition, some students were still having difficulties with internet connection. Therefore, they have a problem in the process of uploading pretty big videos. Those problems are seen in some statements below.

"I am mostly worried about my speaking, especially my pronunciation. That is why I practised a lot before recording my vlog. Even I practised in front of the mirror to repeat the same pronunciation repeatedly." (Student 5)

"I felt my grammar is bad, so it made me worried a lot. When I played my vlog, I saw many

grammars mistake, so I retook the video a lot." (Student 2)

"My vocabularies are limited, so I searched a lot from a dictionary. I also watched some vlogs on Youtube, Instagram, to know more vocabularies they use. I am curious about those." (Student 5)

"My problem is mostly about the signal. When I wanted to upload my vlog, it often failed because of a bad connection. My home is a rural area. I have to go to a better place to get a better signal." (Student 9)

"I feel difficult to find a partner for my vlog. My family cannot help me. I did not have a sibling also, and my friend is far away. So I did it alone. It makes me embarrassed." (Student 14)

"I asked my friend to help my vlog, and we studied together and discussed the script we wanted to make. We also watch many English vlogs." (Student 13)

Students made several solutions to overcome these difficulties: 1) Listening to more English songs and watching English films; 2) Studying and practising with friends; 4) Watching English vlogs on Youtube; 5) Repeating the pronunciation of the words used; 6) Creating a more structured and clear vlog script; 7) Practicing continuously in front of a mirror. In technical internet problems, students upload to a place with a more stable connection.

All efforts that students did are a positive impact on studying. Their motivation to create a good vlog and show them to their friends and subscribers stimulate them to overcome their problems. Vlog positively impacts developing interaction and learning efforts in speaking.

Following its development, vlogs are designed to provide an experience for users (Aydin, 2014). Despite experiencing some difficulties and obstacles during the interviews, students agreed that using vlogs as a self-learning medium can improve motivation to practice, create self-confidence, make them creative in learning and eliminate the fear of speaking English. Snelson supported (Afrilliani et al., 2020) that a vlog alleviates boredom, vlogging for fun because friends were doing it, to build confidence or improve their speaking skills, to document their experiences, share information, or connect with others. The vlog media is considered quite promising as an innovative medium for learning English.

3.2 Learning Process in Students' Vlog

Despite conducting questionnaires and interviews, the researcher also conducted observations in Students' vlogs to analyze more about students' learning process.



Figure 2. Interview Process

Based on the observation result, it was seen that there was a learning process for some speaking skills. The researchers focused on observing pronunciation, vocabulary and grammar. It found that there are still some pronunciation and grammar mistakes in the students' speaking, but they showed improvement in choosing vocabulary. Some students used a variety of vocabulary that was rarely used in the class. The observation showed students' effort in the learning process of speaking. It was described as follows.

3.2.1 Pronunciation

The pronunciation of English compounds differs from the way we pronounce the sequence of two words that are not compounded. In terms of pronunciation, it sounded more transparent and precise than speaking in usual class activities. Although some errors were still found, it is much better than the activities in class. In this case, they make errors without fully understanding the correct rules. Pronunciation errors can be happened because of a slip of the tongue or lack of English knowledge and comprehension. Fromkin (Sugiarto & Humanities, 2013), a tongue slip occurs when the speaker's actual utterance differs from the intended utterance. The errors occur because the students lack English knowledge, competencies, and comprehension (Ramasari, 2017).

Some examples of pronunciation errors are found in the students' vlog. The most error pronunciation found in the vlog is the use of Diphthong. Some students found it difficult to distinguish the diphthong pronunciation. It is because of the mother tongue habit students have. According to Fromkin (Sugiarto & Humanities, 2013), the pronunciation of these diphthongs may vary from our description because of the diversity of English speakers. The mother tongue and original accent of students affected to their pronunciation. However, the lecture conducted a feedback activity to fix the error. After doing some revision, students are more ready and free to speak. The following table describes some pronunciations found in the students' vlogs.

Table 2. Pronunciation Errors

Number of Data	Words	Errors	Correct pronunciation	Notes
Data 1	ship	/ʃi:p/	/ʃɪp/	They cannot distinguish between long vowels [i:] and short vowels [ɪ]
Data 2	band	/bend/	/bænd/	they cannot distinguish between vowel [æ] and [e]
Data 3	ate	/i:t/	/et/	they cannot distinguish the pronunciation between V1 and V2 in the word 'eat
Data 4	know	/nɔ:/	/nəʊ/	They found it challenging to pronounce diphthong

Data 5	knife	/knaɪf/	/naɪf/	They still pronounced 'k' loudly.
Data 6	nephew	/' nɪfjuː/	/' nefjuː/	they cannot distinguish the pronunciation between /i/ and /e/
Data 7	post	/pɔːs/	/pəʊst/	They found it difficult to pronounce diphthong
Data 8	hire	/' haɪə(r)/	/heəzI/	they cannot distinguish the pronunciation diphthong /aɪ/
Data 9	guys	/ges/	/gaɪs/	they cannot distinguish between /e/ and diphthong /aɪ/
Data 10	family	/feməli/	/fæməli/	they cannot distinguish between vowel [æ] and [e]

3.2.2 Grammar

For the grammar mistake, some students still have errors in comparative analysis taxonomy. Dulay cited in (Vazariah & Rozimela, 2020), stated that comparative taxonomy classifies errors based on comparing the structure of language learner errors and certain other types of construction. The types of errors are a) Intralingual or developmental errors, b) Interlingual errors, c) Ambiguous errors and d) Unique errors. For example, a student wrote, "I *am interesting* in playing the guitar" instead of "I *am interested* in playing the guitar." It is classified as an Intralingual or developmental error where the learner tries to build hypotheses from his limited experience.

Some students still made a mistake in the use of pronouns, such as, in this case, "My brother gave *him* a bag to me" instead of "My brother gave *his* bag to me" or "I help my mom every day, and *he* asked me to cook also." It found a grammatical error in archi-forms where few students still forgot to distinguish between male and female pronouns. According to Dulay, cited in (Vazariah & Rozimela, 2020) Archi-forms errors are the selection of one number of a class of forms to represent others in the course is a common characteristic of all stages of second language acquisition.

Some students made simple addition errors, such as "She is cooking some fish for dinner." It should be *fish*, not *fishes*. As Dulay said, simple addition errors should not appear in a well-formed utterance. Another mistake was double marking when a student said, "I did not go to my grandma's house because of having a lot of homework." This double marking error is caused by the failure to delete specific items required in some linguistic construction Dulay cited in (Vazariah & Rozimela, 2020). Another error is the use of the noun. Few students cannot distinguish the use of nouns and verbs such as "The *brighten* of my lamp room wakes me up every day". It should be added *ness* in the verb *brighten* to be a noun. "The *brightness* of my lamp room wakes me up every day". It has regularization errors based on Dulay's theory.

3.2.3. Vocabulary Choices

Meanwhile in, vocabulary-wise, many students use more variety of vocabulary than before in terms of vocabulary mastery. Some of them tried some new words that were rarely used and heard. It motivated them to speak more by looking out for more vocabulary. For some examples, there are some following words below:

Table 3. The Use of Variety of Vocabularies

Common Vocabulary	New Vocabulary
beautiful, pretty	gorgeous, stunning
confused	awkward, mind-blank
amazing	awesome
unpolite	rude
go for a walk	strolling around
like, love	addicted to
hate	fed up
tired	exhausted
meet	catch up
cold	freezing
clear	obvious
happy	overwhelming
cute	adorable
very big	huge
afraid	terrified
very small	tiny
rich	wealthy
delicious	tasty
wet	soaked
stupid	idiotic
weak	frail
quick	rapid
angry	mad
cheap	inexpensive

clever	intelligent
very bad	awful
tell	inform
think	consider

Kusumaningrum (cited in (Mandasari & Aminatun, 2020) found that students with high motivation tend to have higher speaking ability after implementing video blogging strategies compared to students with low motivation. Finnochiaro and Bonomo (2002) stated that, besides checking their fluency, comprehension, and others, they have to decide what they want to say when someone speaks. It means that when speakers want to say something, they can arrange their choices of words to deliver the message based on their knowledge or vocabulary mastery. However, Khan (2018) stated that most EFL students claim that they understand the new vocabulary items during the lecture but tend to forget newly learned words after a short time. It is probably because of the lack of opportunity to use those words. August, Carlo, Dressler, and Snow (2005) express that foreign language learners who have limited vocabulary take more time to learn new vocabulary items, are less able to comprehend text, and lack involvement in oral communication with their peers. As a result, such learners are more likely to achieve lower language learning achievement. The quality of students' language depends on the extent of their vocabulary knowledge.

Through the vlog activity, it is shown that students spoke quite a variety of words. The vlog was used as self-learning media to improve their vocabularies. Brewer (2016) said that self-directed learners are self-regulating learners who can accept the responsibility of learning outcomes on their own and, hereafter, develop participation, motivation, proficiency and self-reliance. Self-learning media helped students find out the learning strategies they can use daily. A vlog can be an option for self-learning media they can practice at home because practising and learning in class are not enough to improve speaking skills. The vocabulary students must know in advance is high-frequency words. Words are used most often in communication in-class activities or outside the classroom. The use of a wide variety of words in students' speaking showed the improvement in mastering vocabulary. Vlogging stimulated students to use some new vocabulary to create their vlogs better.

4. Conclusions

This study found that based on students' perceptions, they agreed that the use of vlogs improved their motivation, confidence and creativity. Based on the findings, the results show that the use of fun-learning learning methods through vlogs for English speaking is a practical learning innovation. Students started this method as something new and fun to do. They often felt bored with conventional methods and media that only have teacher-students interact with specific topics. Second, based on students' perception of the given questionnaires, practising speaking using a vlog can stimulate their confidence, motivation and creativity. Creating a vlog improved students' confidence because it eliminated their worry or fear of making mistakes when speaking English. The students felt free to talk because they did not think someone was watching and judging them. They also got motivated because this platform was familiar to them. They observed many exciting and fun vlogs before. They also witnessed many successful vloggers, encouraging them to do well in their vlogs. It also stimulates students' creativity in exploring many topics because they do it personally and can choose any style they want. The students said they have watched many vlogs to get some ideas in a

vlog style and can explore them based on their preferences. Third, this vlog activity gave the students a lot of learning processes. The students learned about pronunciation and grammar errors they had as well as it stimulated them to choose more variety of vocabulary.

Meanwhile, based on the observation, it found that there are some pronunciation errors, grammar mistakes in the students' speaking but they showed improvement in choosing vocabularies. Some students used variety of vocabularies that rarely used in the class. Pronunciation and grammar still have to be improved by students by doing more fun speaking activities such as the use of vlogs.

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