Students’ Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill

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ABSTRACT
Nowadays, English proficiency is needed for all people including students. They are required to master all skills in English language including speaking skill. There have been many strategies of students to learn speaking both in and outside the classroom. But generally, those strategies are still difficult to be applied due to several aspects. The development of technology leads students to have many resources to learn English in order to offset in English class or even in daily communication. Therefore, the technology may help students to enhance their speaking skill through E-Learning media. In this paper, the authors tried to reveal students’ strategy to enhance their speaking skills through the use of English Vlog. The purposes of this research were: 1) to know how students’ perception on the use of English Vlog to enhance speaking skill, and 2) to study about what student’s strategy in using English Vlog to enhance speaking skill. The samples were 5 students of English Education Department of Universitas Islam Indonesia who learnt Listening and speaking subject. The authors applied a purposeful sampling technique to get samples. The type of research was qualitative research. The method of the research concerned to the students’ perception in the use of English Vlog and students’ strategy to use it while the data came from the students’ interview, observation, and document. The result shows that students’ perceptions on the use of English Vlog to enhance speaking skill are good through various strategies. Furthermore, students have good English skills by using English Vlog as the media to learn English.

Key words: English Vlog, Speaking skill, Student’s perception, Student’s strategy

I. INTRODUCTION
Improving speaking skill will help people to easily communicate with each other without misunderstanding and misapprehension. The data from the TOEFL iBT Test in 2015 shows the Percentile Ranks for TOEFL iBT Scores for Undergraduate Level Students: S.D. for reading skill is 6.9, listening skill is 7 speaking skill 4.6 while writing skill is 5 [1]. The data shows from the four skills, speaking skill is occupied the lowest rank which means this major skill need to be improved. Indonesia as the Expanding Circle Country where the people learn English as their foreign language (EFL), have several problems related to speaking. Although English has been taught for about many years in previous schools, university students still have difficulties in mastering speaking skill. In fact, through speaking students may easy to learn other skills such as reading and writing. Reference [2] stated that there are many language teachers argued in order to be fluent in reading and writing the most important skill to consider is by an effective speaking. Furthermore, students are not only limited to what they received from the class, they need input from several aspects that can help them in enhancing speaking skills outside the classroom wall. This incentive aspect is personalized according to the hobbies and interests of each student.

Nowadays, by increasing technology students have many resources to enhance their speaking skill as technology provides eases to academic and education sides. Therefore, students may obtain knowledge from anywhere and everywhere. Learner may be more active in his or her learning by technology and technology has potential to change from passive to active learner [3]. A professor at the Massachusetts Institute of Technology, Seymour Papert said that the learning has changed by the potential of technology features. Thus, through technology students have high motivation to learn such as it provides active engagement, collaborative teamwork, and it helps students with wider sources (2000 report by a team from SRI International) [4].

In order to have specific way in enhancing speaking skill, students significantly have strategies towards it. One strategy that may discuss in this study is the use of English Video Blog or known as Vlog through YouTube as a video sharing website by watching it. How E-Vlog affects students’ comprehension in English especially to enhance speaking skill will be discussed further in this paper. Video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information content, and emotions which are shared with other internet users. Therefore, through this research the authors will study and evaluate how students’ perceptions on the use of English Vlog or E-Vlog and their strategies to use it because this research was done to answer the following research questions: 1) How is
student’s perception on the use (watch) of E-Vlog to enhance speaking skill? and 2) What is student’s strategy in using (watching) E-Vlog to enhance speaking skill?

This study might provide several advantages for stakeholders including researcher, lecturer, and department. First, as for researcher this study is expected to help all sides in the field of teaching and learning English. Second, this study is expected to give lecturer one sight that students have different media to support them in learning English especially for speaking skill. Thus, lecturer will have consideration in providing varied activities or materials for students. Third, for the department, this study will give a representation that nowadays students’ resources for learning always increase due the development of technology. Therefore, the department can support students with the better ICT base learning tools. In addition, the study might increase other research which already done by many researchers. The present study can give good resource in the field of teaching and learning English for EFL in Indonesia.

II. LITERATURE REVIEW

In this chapter the author provides the related literature about the research.

1. Literature Review

A. Definition of Perception

Perception plays an important role in learning process. According to the definition of [5] perception is the process of how people experienced on what they viewed through sensory receptors. The definition was supported by [6] as he defined perception as process of thinking or feeling something. In addition, Sankhya’s theory relates with personal knowledge where perception indicated the ego in one unit [7]. The information that have processed by people may be eliminated or accepted by sensory receptors. Perception related to experience on how people do activities or to certain objects around. Thus, the object considered by senses or body into some reflections. Based on the above theory it can be summarized that perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information.

Reference [8] defined the perception can be affected by two factors which included internal and external factors. The internal factor involves belief, experience, self acceptance, background, personality, and attitudes, while external factors involves repetition, measurement, movement, familiarity, and something new. Both internal and external factors can affect how people express their thoughts.

In this study, perception relates to students’ experiences on watching E-Vlog as strategy to enhance speaking skill.

B. Speaking

The notion of communication competence in English language has become the focus competency as it became an international language in the world [9]. Thus, speaking skill played as an essential skill to be learnt because it relates with the communication competency.

a. Speaking skill

One major skill in English that needs to be mastered is speaking skill. Speaking itself is the process of delivering message or speech to others in order to give information. Speaking is the process to construct meaning that includes producing, processing and receiving information [10]. It becomes a productive skill as well as a complicated skill to be learnt which involves many aspects including pronunciation [11]. Speaking skill also acts as the core of second language learning that differs from the other three skills such as listening, reading and writing because it involves the process of constructing meaning in order to receive an information [12]. In addition, [13] defined that the focus in speaking was on motor perceptive skills. Thus, speaking is the production of signals to show verbal response to listener. In delivering information, speakers tend to use their abilities in order to provide clear information for listener. Therefore, its function is to help students to make a good interaction in exchanging information through speaking skill.

In order to make successful in enhancing students’ speaking skill, students need supports from the curriculum in their school or university, as it becomes an important skill which includes in the curriculum of language teaching [14]. This skill may affect students’ achievements through their assessments. According to [15] the curriculum should encompass learners’ involvements in the lesson and practical setting to the authentic situation whereas the international and local cultures involves in it. Besides, other experts argued that curriculum must be suitable to the classroom activities in order to enhance speaking outcomes.

b. Speaking ability

Speaking becomes a crucial matter in language learning. Speaking ability includes students’ competency in speaking skills itself. In speaking process there are many elements that need to be understood such as vocabulary, grammar, pronunciation, and intonation.
Each element has connection one and others. Vocabulary is the important matter in speaking because by vocabularies, speaker can express their idea and deliver information without any problems. Grammar becomes the structure of how speaker can deliver the message because through the good structure of language, the listener may understand the information well. Another element is pronunciation where English sound and voice produced. If any mistakes happen in pronouncing English word, misunderstanding will happen to listener. Then, the communication will not occur. The last element is intonation. Through this element, speaker may successfully deliver the message to others. In addition, all of those elements support students to master English skill especially in speaking. By knowing grammatical and semantic rules are not enough, students also need to understand the use of English language that suit with language context as native speaker used. There are two matters that involves in speaking ability. Those are as follow: accuracy and fluency. Speaking accuracy deals with the language norms, while speaking fluency deals with the production of spoken language [16]. The accuracy and fluency may be not easy. It requires good understanding before using it in speaking well. Therefore, in order to master oral fluency in English, students need a lot of practices.

C. E-Vlog

English were taught as the foreign language in Indonesia, but this language became an international language in the world. According to that fact, English must be mastered by people including students. In order to enhance students’ skill in English especially in speaking as the most crucial skill to be learnt, as the millineal students, they tend to use technology to support their learning in English. Reference [17] stated that technology gives easiest way for many people. In the other words, “The technology offers access, authenticity, and insights”. One side who feel its eases are students. Moreover, technology brings students to engage more in their safe environment [18].

Technology provides students with many media to learn English especially for enhancing speaking skill. One media that used by students is E-Vlog. As stated by [19] “Vlog is a form of blogging which the main medium is video, short for video blogging”. Nowadays Vlog becomes popular to reach the masses. People are familiar with Vlog because it is easy to assess through Smartphone, iPad or tablet [20].

In learning process, some students seem to choose E-Vlog as their alternative to support their learning English. This is because through E-Vlog students consider the expression and the content of the video in Vlog are more natural and interesting than any written blog, while in relation with speaking skill, E-Vlog play as supporting media and model for students to learn speaking independently. E-Vlog provides information directly from native speakers because it is in form of video which is helpful. In addition, students can enjoy their learning through E-Vlog because it is more interactive, descriptive, and more visual. Therefore, E-Vlog has many advantages to support students to enhance their speaking skill.

Furthermore, there are several types of Vlog such as video of personal life, news, entertainment and magazines. The examples of famous English vloggers are Graham Walker, Steve Garfield, Josh Wolf, and Raymond Kristiansen [21]. While the Vlog is commonly used by an artist, news reporter or journalist, and technology geeks [22]. In this study the authors focused on how students maximize E-Vlog by watching it outside the class through YouTube media in order to support their English subject especially for speaking. Students use the general type of E-Vlog where native speakers talk about their daily life. As in this study the authors analyze students’ perceptions and their strategies to enhance speaking skill through the use of E-Vlog.

III. METHODOLOGY

A. Scope of the Study

1. Participants

The participants of this research were 5 students (two males and three females) of English Education Department, Faculty of Psychology and Socio-cultural Science, Universitas Islam Indonesia who learnt Listening and speaking subject by using purposeful sampling. The participants were chosen because of several reasons. First, those students watch E-Vlog to enhance Speaking skill. Then, the 5 participants were categorized based on their length of watching E-Vlog to enhance speaking skill. Table 1 shows the categorization of participants. Second, the participants got a good mark on Listening and speaking subject. Third, the participants are accessible, because all are students of PBI UII. Fourth, PBI UII is an institution which already applied ICT based in the process of teaching and learning in the classroom. Therefore students may have opportunity to use any media of technology in learning such as YoTube to do independent learning of English
Indonesia. The authors check students’ scores on their listening and speaking test while students’ usage of E-Vlog to enhance speaking skill according to their experiences by applying one interview. Moreover, the authors used an adapted method to suit authors’ need on investigating students’ perceptions and strategies in using E-Vlog to enhance speaking skill. In this case, the authors collected the data from in-depth interviews with students in order to know how students’ perceptions on the use of English Vlog improve their speaking skills with their scores in speaking subject that they got in the classroom.

Table 2. Interview Questions

<table>
<thead>
<tr>
<th>No</th>
<th>Interview Questions</th>
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<tbody>
<tr>
<td>1</td>
<td>In your opinion, how much the vocabulary that have you mastered? What type of vocabulary are they?</td>
</tr>
<tr>
<td>2</td>
<td>How about your grammar in speaking?</td>
</tr>
<tr>
<td>3</td>
<td>What do you think about your pronunciation?</td>
</tr>
<tr>
<td>4</td>
<td>Do you know E-Vlog? Do you use it?</td>
</tr>
<tr>
<td>5</td>
<td>Who is your favorite vlogger? Why? Or Whose E-Vlog do you usually watch? Why?</td>
</tr>
<tr>
<td>6</td>
<td>What do you think about using E-Vlog to enhance speaking skill?</td>
</tr>
<tr>
<td>7</td>
<td>In your opinion, what are your main reasons to use E-Vlog?</td>
</tr>
<tr>
<td>8</td>
<td>How often do you use E-Vlog to enhance your speaking skill?</td>
</tr>
<tr>
<td>9</td>
<td>What is your strategy to enhance your speaking skill through E-Vlog?</td>
</tr>
<tr>
<td>10</td>
<td>What do you think the advantages of using E-Vlog to your speaking?</td>
</tr>
<tr>
<td>11</td>
<td>What do you think the disadvantages of using E-Vlog to your speaking?</td>
</tr>
<tr>
<td>12</td>
<td>What is your own solution to solve those disadvantages?</td>
</tr>
<tr>
<td>13</td>
<td>How effective does E-Vlog improve your speaking skill? How is your speaking after and before using E-Vlog?</td>
</tr>
<tr>
<td>14</td>
<td>What challenges do you face when using E-Vlog to enhance your speaking skill?</td>
</tr>
<tr>
<td>15</td>
<td>Do you still want to continue for using E-Vlog for the next?</td>
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</tbody>
</table>

C. Data Analysis

The technique of data analysis is done by processing the result of interview transcript, observation, and documentation through qualitative method. The authors analyzed the data by using five steps of data analysis by Mckernan [25]. Those steps are: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The process of data analyzing as bellow:

1. The authors collected the data from in-depth interview, observation and check document review to know how students’ perceptions on the use of E-Vlog to enhance speaking skill and their strategies toward it.

2. The authors categorized the data. In this step, the authors organized the data and reduced it through the process of selecting, focusing, simplifying, and transforming the data. To reduce the data, the
authors focused on research questions, which are about students’ perceptions on the use of E-Vlog to enhance speaking skill and their strategies toward it. The data were categorized into themes and put the coding. Table 3 shows the table of categorization themes.

Table 3. Categorization Themes

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PEV</td>
<td>Purpose of Using E-Vlog</td>
</tr>
<tr>
<td>2</td>
<td>STR</td>
<td>Strategy</td>
</tr>
<tr>
<td>3</td>
<td>OPP.CHL</td>
<td>Opportunity and Challenges</td>
</tr>
<tr>
<td>4</td>
<td>EXP</td>
<td>Students’ Experiences</td>
</tr>
</tbody>
</table>

3. The authors compared the data to see the similarities and differences of the data. It is done by displaying the data in form of table and narrative text.

4. The authors interpreted the data after the previous stage, classified into the themes and analyze the data using data analysis on analyzing student’ perceptions on the use of E-Vlog to enhance speaking skill and their strategies toward it.

5. The authors presented the outcome of the study to answer the research questions and concluded the result of the research.

IV. DISCUSSION

This study produced several important results. The findings of this research explained into two discussions. They are 1) Perception on the use of E-Vlog to enhance speaking skill, and 2) Strategy on using E-Vlog to enhance speaking skill. The explanation of each discussion is below. In this chapter the authors provide the interview code that used to identify the interview data as shown in table 4.

Table 4. The Interview Code

<table>
<thead>
<tr>
<th>No.</th>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Int/R1,R2,R3,R4,R5/PEV</td>
<td>‘Int’ (for Interview) means the data is gathered from interview, ‘R1/R2/R3/R4/R5’ for respondent 1,2,3,4,5, and ‘PEV’ is the theme, which is Purpose of Using E-Vlog.</td>
</tr>
<tr>
<td>2</td>
<td>Int/R1,R2,R3,R4,R5/TR</td>
<td>‘Int’ (for Interview) means the data is gathered from interview, ‘R1/R2/R3/R4/R5’ for respondent 1,2,3,4,5, and ‘TR’ is the theme, which is Strategy</td>
</tr>
<tr>
<td>3</td>
<td>Int/R1,R2,R3,R4,R5/OPP.CHL</td>
<td>‘Int’ (for Interview) means the data is gathered from interview, ‘R1/R2/R3/R4/R5’ for respondent 1,2,3,4,5, and ‘OPP.CHL’ is the theme, which is Opportunity and Challenges</td>
</tr>
</tbody>
</table>

A. Perception on The Use of E-Vlog to Enhance Speaking Skill

The length of usage E-Vlog to enhance speaking skill of students were varied. It affected to their opinion in answering the questions during the interview. Therefore, their perceptions in watching E-Vlog, the advantages, disadvantages and challenges they found in watching E-Vlog were also different.

In term of purpose in watching E-Vlog, each student has their own goals that allow them to watch E-Vlogs to enhance speaking skills. R1 preferably use E-Vlog because he is a visual learner and the uses of E-Vlog are also authentic and natural. As identified in the interview “personally, I prefer to learn through visual. I prefer watching in order to enhance my speaking skill compare to seeing people” (Int/R1/PEV). As for R2 and R4 stated that the use of E-Vlog is very helpful in terms of pronunciation, vocabulary, slank word, grammar, and usually what they found from E-Vlog is different from what they found in class. Those perceptions as identified in the interview “for the first one, because E-Vlog is delivered by native speaker it can automatically help in terms of pronunciation, new vocabularies, and maybe slank words. Also how the native speakers communicate in their daily communication, because what we learn in the classroom maybe different with the reality (Int/R2/PEV). “I want to learn pronunciation and its use in daily communication as well as it can help to improve grammar” (Int/R4/PEV). According to R3 using E-Vlog more as alternative learning media because it easy to reach through own device. As identified in the interview “The main goal is as an alternative learning media. Also, everywhere we bring our hand phone, if no one we can ask we can search on the internet or on Vlog” (Int/R3/PEV). While for R5 the purpose of using E-Vlog is as a hobby that can help to enhance speaking skills. It identified in the interview “for personal pleasure and not for educational purpose” (Int/R5/PEV).

The advantages of watching E-Vlog according to most students are quite similar. R1 has started to watch E-Vlog to improve speaking for about three years. According to him E-Vlog plays as an authentic media that can enrich the vocabulary and understanding across
cultures such as jokes and slank words that commonly used by native speakers. It identified in the interview “E-Vlog is unscripted. The example is a joke that used by the native speakers were different to a jokes in Indonesia such a cross culture differentiation” (Int/R1/OPP.CHL).

As according to R2 and R3 where the usage is approximately four years and three years, the benefits that can be obtained from watching E-Vlog is E-Vlog plays as the fastest media in enhancing speaking skill and enriching knowledge of new words and accents of native speakers such as the accent of American, French or Russian. “According to my opinion E-Vlog is very fast when used to enhance speaking for example it helps our pronunciation, also we can learn accents like Amerikan, Canadian, even French or Russian English. I learned new words that I had not heard before” (Int/R2/OPP.CHL). “The advantages in terms of pronunciation, we can immediately know pronunciation and how to pronounce it correctly. Besides, I’m a person who prefers hearing then reading therefore I think knowledge can be accepted more quickly” (Int/R3/OPP.CHL). In addition, R4 and R5 had the same perceptions about the benefits from watching E-Vlog. According to them through E-Vlog they can increase their ability to speak English, train listening skills, pronunciation, and enrich new vocabulary. As identified in the interview “E-Vlog can train listening and speaking” (Int/R4/OPP.CHL). “I know a little about vocabulary and how to pronounce it” (Int/R5/OPP.CHL).

Otherwise, the disadvantages according to R1, R2, and R4 are because the background of vlogger is different compare to Indonesian culture. Therefore, the students were commonly found ‘unsuitable words’ that were not filtered by vloggers. It identified in the interview “Well, the disadvantage may be about the vloggers who cannot filter their language so it really natural and authentic” (Int/R1/OPP.CHL). “It is about internet connection issue. In terms of language is in slank words” (Int/R2/OPP.CHL). “Sometimes the content cannot be filtered by my own” (Int/R4/OPP.CHL). R3’s responds to disadvantage of using E-Vlog is the use of E-Vlog is not as interactive as well as in the classroom. For example when students have a question to the vlogger it sometimes takes a long time to find the answer, while in the classroom the students may find the answers directly from the teacher. Besides, the numbers of vloggers’ updates are different therefore, users have to wait for the E-Vlog to upload. Another disadvantage of E-Vlog according to her is the limited of internet connection where this problem becomes a lack of E-Vlog because it could be accessed via internet only. As identified in the interview “the disadvantage of E-Vlog may not be as interactive as in class. For example if we comment in the comment column it cannot be directly answered. Unlike in the classroom it can be directly answered by the teacher. I think it is less interactive and sometimes we cannot force vloggers to upload. Also, personal problems are also present in the internet connection issue” (Int/R3/OPP.CHL). Unlike the others, R5 did not know many things related to the lack of use of E-Vlog to enhance speaking skills due to he uses E-Vlog no more than one year. “I think there is the advantage of E-Vlog but I did not know” (Int/R5/OPP.CHL).

Thus, from the disadvantages above, the solution to the disadvantages and challenges in using E-Vlog according to students could be solved by understanding digital literacy well in order to be able to filter the good and bad information, watching E-Vlog which can boost motivation in learning by selecting good content of E-Vlog, finding out lots of E-Vlogs so it could be an alternative E-Vlog, and looking for free Wifi to handle the limited of internet connection. As identified in the interview “I think by understanding digital literacy deeply. So, if our knowledge about media is limited, automatically we will take the bad things from E-Vlog” (Int/R1/EXP), “Following vloggers whose contents can motivate us. In this case we might be clever to choose E-vlog to be watched and remember our goals is to learn (self-awareness)” (Int/R4/EXP), “expand E-Vlog or alternative channel and do not focused on one vlogger only in order to obtain more information and enrich the cultural understanding” (Int/R3/EXP), “Usually in the campus or several places which provide freeWifi” (Int/R2/EXP).

From the observation, it was found that students tend to watch E-Vlog which their favorite vlogger has hobbies and interests in similar with them, while the scores from Listening and speaking subject as show in table 5.

Table 5. Students’ Scores on Listening and Speaking Subject

<table>
<thead>
<tr>
<th>No</th>
<th>Participants</th>
<th>Scores</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td>1</td>
<td>R1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>A-</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>A/B</td>
</tr>
</tbody>
</table>
The score above expressed in the form of letters where each has the value. Score A = 4.00 A- = 3.75 and A / B = 3.50. Therefore, all respondents in this research have a good marks on Listening and speaking subject which supported by the use of E-Vlog to enhance speaking skill.

To sum up, watching E-Vlog to enhance speaking skill is effective because it is very helpful in mastering conversations in English, there are always new things that presented or shown by each vlogger to enriching vocabularies and cultural treasures, helping to increase knowledge in term of pronunciation, and improving the ability to understand English language in general. Thus, according to the students they will continue to use E-Vlog to enrich the knowledge related to speaking skill.

B. Strategy on The Use of E-Vlog to Enhance Speaking Skill

There are several strategies used by the students in using E-Vlog to enhance speaking skill as found in this research. Each student had their own different strategies toward it.

The R1 pauses the video when there are some words that cannot be understood then opens the dictionary to find meaning that appropriate to its use in the video. After that she imitates what the native speakers said. The finding is supported by the data from interview “for example if there is a word that I do not understand, I pause the video first then check my dictionary and understand the meaning. Also, I pronounce how to say the word” (Int/R1/EXP). R2 also has the same strategy that she pauses the video when finding words or conversations that cannot be understood. Also, she rarely uses subtitles so that she can directly understand the context without the subtitle. As identified “if there is something I hear from the video and I do not understand it, then I repeat. I also rarely use the subtitles. If I still do not understand I repeat it again” (Int/R2/EXP). As for R3, the strategy begins with reading the E-Vlog title itself before watching it. If she is curious with the title then she watches the video. “Initially, I feel like curious with the title. If the title is interesting then I see the video and try to understand it. Also, I search for more sources from other media” (Int/R3/EXP).

Unlike with R4, after watching E-Vlog she tries to speak English then record it and often imitate what the vloggers said in the E-Vlog. “I like to speak English then record it” (Int/R4/EXP). The R5 has a strategy that is by following the conversation or words that he found on E-Vlog then try to converse with his friend using the conversation he found on the video. Also, when he finds a word that cannot be understood he tries to find the meaning in the dictionary as R1 does. As identifies in the interview data “if I do not know the meaning of the vocabulary, I will look for the meaning in the dictionary then when I understand it I try to talk with my friends by using those vocabularies” (Int/R5/EXP).

V. CONCLUSION

Based on the results and discussion above, it can be concluded that the use of E-Vlog as the media to help students’ to enhance speaking skill is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student. Furthermore, E-Vlog can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture. Thus, students can continue to practice their speaking skills by watching E-Vlog which fits their needs.

Every student has a favorite channel or vlogger which in-lines with the interests and hobbies they have. Among those vloggers or channels are Felix Jelber with his channel “Pewdiepie”, Mr. Hamish, Korean Englishman, Taylor R, and Fathia Izzati. Basically, the students chose the vlogger because despite of the vlogger has a good characteristics, the content is also interesting and useful to be watched, the pronunciation is clear, the accent is similar as natives’ accents and the E-Vlog offers authentic tool for learning which describes their daily activities.

This paper proved that students’ perceptions on the use of E-Vlog to enhance speaking skill are positive while the strategies that used were various based on the results of the data explained above.

REFERENCES


