

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings designed to answer the research questions about students' perception on watching E-vlog to improve speaking skill and students' techniques while watching E-vlog to improve speaking skill.

A. FINDINGS

In findings, the researcher presents the data that have been collected from interviews and documents with participants.

1. Students' Perception on the Advantages of Watching Vlogs in Learning Speaking Skill

Based on the interview with all of the participants, there were the results about students' perception on the advantages of watching vlogs in learning speaking skill. There were several differences on students' perceptions answers on watching E-vlog to improve their speaking skill. Students' perception in this research includes students' experiences on watching E-vlog, the purposes and kinds or genres of E-vlog that they watch, the advantages, and challenges they found in watching E-vlog to improve speaking skill.

a. Students' Impressions about Watching E-vlog to Improve Speaking Skill

Based on interviews result, all participants had various impressions that they felt when they had used vlogs to improve their speaking skills.

P1 Stated that *“Menurut saya, menonton vlogs cukup menarik sebagai mungkin media belajar, trus pas bicara pakai bahasa Inggris tuh leih percaya diri aja, kada gugup lagi kaitu nah bang”*. (P1, interview result, December 26th 2021)

P2 stated that *“My hobby is watching movies. Learning English using vlogs is an interesting thing for me. It motivated me to learn English so much. I like jokes and slanks there like memes. English is not easy for me, there are some vocabularies that I can't memorize, but when I watch English movies or vlogs I got new vocabularies”*. (P2, interview result, January 30th 2022)

P3 stated that *“Menurut saya, vlogs sangat menarik. Selain buat hiburan, dari segi belajarnya kayak tanpa disadari tuh, sama kita tuh*

kayak lebih bebas maunya belajar apa kek gitu". (P3, interview result, January 30th 2022)

P4 stated that "I think video blogs are very interesting so they are very effective for me, because with vlogs I can get a lot of ideas or experiences, before I used vlogs, I didn't speak very well but when I tried to learn from vlogs on Youtube I felt there was more development in my speaking skills". (P4, interview result, January 30th 2022)

P5 stated that "I like watching vlogs because they contain some information that we for example watching vlogs add to our insight such as food, travel, fashion and some interesting places in the world that they share with us. So, in my opinion, this is one of the interesting and useful learning media for me". (P5, interview result, January 31th 2022).

Based on all of the statements that all of participant explained above it could be conclude that they have good experiences on vlogs to improve their speaking skill.

- b. The purposes and kinds or genres of E-vlog That They Watched to Improve Speaking Skill

From the results of interviews, most of the students have almost the same purpose when watching E-vlogs, which is for entertainment. However, each student has a different type or genre of E-vlog as their spectacle to improve their speaking skills, so that the input and output of their speaking skill development is quite varied. P1 watched Evlog to learn about the world of coffee, such as how to make coffee in various methods and how to present his creations for competitions. As explained during the interview, "*Biasanya saya sering menonton vlog yg berhubungan dengan kopi, karena sesuai dengan pekerjaan saya*"(P1, interview result, December 26th 2021). P2 and P5 watch E-vlogs for the purpose of entertainment in their spare time, such as videos about tutorials, daily vlogs, entertainment, and tips and tricks. P3 watched an E-vlog in the type of Reaction video, which he explained during the interview, "*Biasanya tuh, kayak ada vocal yang bagus, trus dia di-reaction sama orang gitu. Contoh nya kayak XFACTOR gitu terus di-react sama orang luar*"(P3, interview result, January 30th 2022). P4 watching E-vlogs prefers the educational and tutorial genres, as explained in the interview "*Channel yang saya subscribe English Language Academy sama Sarah Johnson*"(P4, interview result, January 30th 2022).

c. The Advantages of Using E-vlog to Improve Speaking Skill

From the results of the interview, several conclusions were obtained from the benefits felt by the participants when they watched the E-vlog. Among them were getting new vocabulary, learning accents, and speaking fluently when using English. Two of them stated the advantages they felt, P1 felt the development of his speaking skills as he explained in interviews *“Saya tidak terbata-bata lagi ketika berbicara menggunakan bahasa inggris dalam mempresentasikan kopi buatan saya ketika mengikuti lomba”* (P1, interview result, December 26th 2021). While the advantages felt by P5 was *“Saya dapat berbicara secara spontan, dan saya mempelajari kata-kata dan aksen baru”* (P5, interview result, January 31th 2022).

d. The Challenges They Found in Watching E-vlog to Improve Speaking Skill

As for some of the difficulties they found when watching the E-vlog. Most of their difficulties were new vocabulary and accent. P1 said, *“Kalo inside problemnya paling cuman vocab baru aja, kalo accent tidak soalnya kalo kesusahan pun biasanya saya aktifkan subtitle dalam bahasa inggrisnya. Kalonya outside paling susah nyari waktu luang aja bang, soalnya uln kerja, pas pulang kerja saya gunakan untuk istirahat sama paling ngerjain tugas kuliah aja”* ” (P1, interview result, December 26th 2021). Meanwhile, the problems faced by P2, P3, P4,

and P5 were difficulties in understanding accents, especially with fast pronunciation. Like the statement from P3 “*Kesulitan memahami aksen british yg cepat pengucapannya*” (P3, interview result, January 30th 2022).

In this research, the researcher also collected the documents in the form of speaking scores I, II, and III from the participants which are shown in the following table:

Table 4.1 Students’ Speaking Score

Participants	Speaking I	Speaking II	Speaking III
P1	B	A	C+
P2	B+	A	B
P3	B	B+	A
P4	B+	B+	A
P5	B	A	A+

2. Students’ Techniques on Watching E-vlog to Improve Speaking Skill

There are several techniques used by the students in using E-vlog to improve speaking skill as found in this research. Each student had their own techniques toward it. Based on the result of interview, the participants used some techniques to improve their speaking skill through E-vlog.

First, take notes if they find important things or words they don't understand in the vlog. The technique is commonly used by P4 and p5. P4 stated "*Biasanya, saya menulis materi penting yang dijelaskan oleh vlogger*" (P4, interview result, January 30th 2022). Second, stop or press the pause button when they don't understand something when they watch a vlog, then try to understand the meaning. The technique is commonly used by P1, P3, P4, and P5. P1 stated "*Saya termasuk tipe yg ngpause langsung Bang kalo dapat kata langsung*" (P1, interview result, December 26th 2021). Third, watch vlogs and pay attention to the expressions, gestures, accents, and other components of the vlogger. The technique is commonly used by P2, P3, and P4. P3 stated "*Ketika saya menonton E-vlog, saya sangat memperhatikan pengucapan kata dan aksen yang digunakan, bagaimana kata-kata yang keluar dari mulut mereka seperti apa pengucapannya*" (P3, interview result, January 30th 2022). Fourth, listen carefully to the audio from the vlog and try to visually predict or reconstruct what has happened depends only on what you hear. The technique is commonly used by P2. P2 said "*Saya fokus mendengarkan audio dan mencoba memahami beberapa aspek dari apa yang dikatakan vlogger dan mencoba membayangkannya*" (P2, interview result, January 30th 2022). Fifth, After watching the vlog, they try to imitate the presentation or delivery method, accent, gesture, etc. from that vlogger. The technique is commonly used by P1, P2, P3, and P5. P1 said "*Sehabis menonton vlog, saya langsung coba praktek cara presentasi dan penyajian kopi dari vlog yg sudah saya tonton*" (P1, interview result, December 26th 2021), and P2 said "*Saya mencoba mengulangi aksen dan cara pengucapannya seperti*

vlogger itu” (P2, interview result, January 30th 2022). Last, After watching a vlog, they played back the vlog but the audio was muted and they try to voice over or dub the vlog. The technique is commonly used by P2 and P3. P3 said “*Sama seperti jawaban sebelumnya, saya mencoba menyamakannya dengan audio di vlog atau merekamnya sendiri lalu mendengarkan rekamannya apakah sama atau tidak*” (P3, interview result, January 30th 2022).

B. DISCUSSION

This discussion provided based on the result of findings result. In this relation, the researcher elaborated several important point to answer two research questions. The first research question focused to know how students’ perceptions on using vlogs as media to improve their speaking skill. There are four aspects; experience, purpose, advantages, challenges to know about their perceptions. The second research question focused to know what students’ techniques on using vlogs as media to improve their speaking skill.

1. Students’ Perceptions on Watching E-vlog to Improve Speaking Skill

a. Students’ Experience about Watching E-vlog to Improve Speaking Skill

Based on the result of findings, participants stated that vlogs was interesting and they felt happy and enjoyed when whatched vlogs to improve their speaking skill. The statement about vlogs gave interesting point that

participants felt was in accordance with theory from Pramestiya (2013) that perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information. That statement was supported by Wilson (2006, p.57) about the factors that influenced perception was interest which was interesting things are more noticed than uninteresting things. Then, the participants stated they were happy and enjoy to watch vlogs as media to improve their speaking skill was in accordance with theory from Sugihartono (2007, p. 27) stated Perception is the brain's ability to translate stimuli or processes to translate incoming stimuli into the human senses. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions. In this case, it was positive perception.

So it can be conclude that all of participants have good experience or they have positive perception, and it was in accordance with theory from Robbins (2002, p. 14) said that positive perception comes from the fulfillment about specific item that turns into her/his source insight, the singular information, and the singular experience of the object apparent.

b. The Purpose and Kind or Genres of E-vlog That They Watched to Improve Speaking Skill

Based on findings result, the participants almost have same purpose when they watched E-vlogs, which was for entertainment and education. Based on theory of perception, the purposes of watched E-vlog were influenced by two factors. First, the internal factor involved belief, experience, self-acceptance, background, personality, and attitudes, while external factors involves repetition, measurement, movement, familiarity, and something new. Both internal and external factors affected how participants chose their purpose to watched E-vlog ti improve speaking skill.

Then, each student has a different type or genre of E-vlog that they like. Kinds of of E-vlog that they like to watch are video about coffee, reaction video, the educational and tutorial genres, videos about tutorials, daily vlogs, entertainment, and tips and tricks. The types of E-vlog are vary, it is in line with the the theory by Lee cited by Wati (2021, p. 19), According to him, the categories of video blogging, they are: Solo vlog, collaborative vlog, gaming video and live video.

c. The Advantages of Using E-vlogs to Improve Speaking Skill

In this research, the researcher also found some advantages from the interview result which were getting new vocabulary, learning accents, and speaking fluently when using English. This result was in accordance with the theory that stated positive perceptions or negative perceptions, are like files that

have been stored neatly in our subconscious mind. The file will appear immediately when there is a stimulus that triggers it, there is an event that opens it. Perception is the result of the brain's work in understanding or assessing something that is happening around it (Waidi, 2006, p. 200). Then, based on the advantages that participants felt was in accordance theory perception by Wilson (2006, p.57) about the factors that influenced perception was need which was the need for certain things will be the center of attention.

d. The Challenges They Found in Watching E-vlog to Improve Speaking Skill

Based on findings, the researcher found that the participants have same challenges when they watched E-vlogs. The challenges that the participants faced were new vocabularies and accent or fast pronunciation which was included in the important elements to master speaking skill (Derakhsan, 2016). The challenges that the participants felt was affected by internal factor involves experience or self-intelligence. (Sobur, 2003)

The challenges they faced would be related to next discussion. The next discussion was about students' technique or the way how participants solve the problems on watching E-vlog to improve speaking skill.

2. Students' Techniques on Watching E-vlog to Improve Speaking Skill

First, students take notes if they find important things or words they don't understand in the vlog is in accordance with the theory by Cakir (2006, p. 69) stated while watching the video, students take notes on the important things in the vlog is one of the technique called active viewing. The reason why students have been using the active viewing technique, because they need to noted every important things or new vocabularies to made it easier to memorize and understand. The case occurs because of a trigger or stimulus felt by students in the form of important materials or new vocabularies. Then, the students made a response to the trigger or stimulus they felt by took a notes. After that, the students tried to memorize or understand the noted after they watched the vlog. This case related with Sarbond theory cited by Ratnawati (2016) stated in learning process there were stimulus, response, and bond. This case also supported by the cognitive theory by Piaget cited by Ratnawati (2016) stated that; the learnig process requires a balance between the "outside world" and the "inside world". In this case, the outside world was students' leaning process when they took notes while watched vlog, and the inner world meant the process when the students tried to understand the important things that they watches on vlog.

Second, students stop or press the pause button when they don't understand something when they watch a vlog, then try to understand the meaning is in accordance with the technique freeze framing. Cakir (2006, p.69) explained freeze framing means stopping or pressing pause button. After that, the students try to understand the scene and guess what happened. The students used freeze framing because they need more time to understand the material or topic in vlog. This is in accordance with the theory from Jenkins and Johnson (2010) cited in Ningsih (2020, p. 1415) that stated by using freeze framing technique the students will be able to understand the video, make vocabulary lists, guess how people might be feeling in the video based on what they see in the frame. Moreover, Cakir (2006, p. 69) stated that students can learn more about character body language, facial expressions, emotions, reactions, and responses.

Third, students watch vlogs and pay attention to the expressions, gestures, accents, and other components of the vlogger is in accordance with the theory by Cakir (2006, p. 69) that stated students watch the vlog and pay close attention to expressions, gestures, accents, and other components by the vlogger is one of the technique called silent viewing. In silent viewing, the video segment is played with the sound off using only the picture. The students used silent viewing technique because the focus of learning was not only one aspect, which meant they not only learnt about the material in the vlog, but also learnt about other aspects such as gesture, accent, pronunciation, that are important in speaking even writing.

Further, Jenks and Johnson (2011) cited in Muslimah (2018, p. 164) stated that silent viewing was an excellent way for stimulating speaking and writing. The students could sharpen their interpretations of the story, actress, and many actions depicted on the screen. Moreover, the students will predict the story in the video.

Fourth, after watching vlog the students listen carefully to the audio from the vlog and try to visually predict or reconstruct what happened depends only on what they heard was in accordance with the theory by Cakir (2006, p. 69) stated that the students only listen to audio from the vlog. Through this activity students predict or reconstruct what happened depending only on what they hear is one of the technique called sound on and visual off activity. The use of this technique was because students not use the learning media in the form of audio-visual, they also used the media in the form of audio. The use of varied learning media to achieve good results was in accordance with the theory by Sholihah (2021, p. 2) stated learning media is used as a means of supporting the learning process for learning objectives can be achieved. Furthermore, there were many types of media that can be used in the learning process, such as: visual media, audio media, audio visual media and many etcetera.

Fifth, after watching the vlog, they tried to imitate the presentation or delivery method, accent, gesture, etc. from that vlogger is in accordance with the theory by Cakir (2006, p. 69) that stated when there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production

exercises. Then, after watching the vlog, the students try to imitate the presentation, accent, etc. or also known as role-playing. The technique called repetition and role-play. The students used the role-play technique because they believed that practice would make a significant improvement. This reason related to the theory of connectionism in the rules of training stated by Thorndike cited by Ratnawati (2016) explained that with practice or in other words repeated experiences would increase the presentation of responses or good results. In addition, it also has a relationship with the psychomotor theory stated by Bloom and Krathwohl cited by Ratnawati (2016) stated that in psychomotor theory there were five stages, such as; imitation (imitating movements or gestures), use (using or performing movements according to the concept), accuracy (performing movements correctly and correctly), sequence (performing several movements in sequence and correctly), naturalization (making movements naturally, in the sense that become a habit).

Last, after watching a vlog, they played back the vlog but the audio was muted and they try to voice over or dub the vlog is in accordance with the theory by Cakir (2006, p. 69) stated After watching the vlog, the students replayed the vlog but the audio was muted and tried to voice over or dubbing the vlog. The technique called dubbing activity. The use of the dubbing activity technique has almost the same reasons as the used of the role-play technique. However, the difference between the two was that the use of the dubbing activity technique more focused on the

aspect of pronunciation practice. This is in accordance with the theory from Chiu (2011) cited in Mandasari (2014, p. 2) that stated the video dubbing offers a unique opportunity for the imitation of English pronunciation and intonation with in a contextualized scenario.