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Students' Perceptions on the Use of English Vlog within Youtube to Enhance Speaking Skills **Amira Mohamad¹ & Aminabibi Saidalvi²**

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Abstract

Video Blog (vlog) within YouTube is currently one of the most popular daily digital videos among youngsters. This study investigated students' perceptions on the use of English vlog within YouTube to enhance speaking skills. The respondents were 59 fourth-year students from one of the universities in the southern region of Malaysia. Using a mixed method design, the study utilised a set of questionnaire as the main instrument and supported with interview questions. The questionnaire was distributed through Google form and later six of the respondents were randomly selected for interview sessions. The data was examined using descriptive and thematic analysis. The results showed that students have positive perceptions towards English vlog as vlog can enhance their speaking skills. The students perceived English vlog within YouTube offers many positive impacts towards students' speaking improvement in the aspects of language learning and motivation. Interestingly, students perceived that they learn many new vocabularies, correct pronunciation, contextual words, and different slangs. Students also perceive that vlogging increase their motivation to speak in English. It is concluded that students perceive vlog within YouTube enhance speaking skills.

Keywords: Video Blog (Vlog), YouTube, Speaking Skills, Students' perceptions

Introduction

Vlogging nowadays has become one of the most popular daily digital videos that is being used by all age group. It is a combination of the word 'video' and 'blog' that allows its users to create, upload and watch video to share one's lifestyle (Anil, 2016). Users express thoughts related to many aspects of life by recording and uploading them to the vlogs (Anil, 2016). There are many types of popular vlogs among youngsters; review and unboxing products, pranks and comedies, beauty and fashion, tutorial on how to do certain things, lifestyle, movie and book reviews, travel, pop culture and gossips and click baits (Sam, 2019).

In addition, YouTube is one of the social media platforms that can be easily accessed from all over the world. Clarkson (2015) highlighted that there are abundance of knowledge and information shared by users by vlogging in Youtube. YouTube is also a helpful platform for students to learn skills in ESL because it can be integrated with various lessons inside and outside of the classroom (Jalaluddin, 2016).

Sari (2018) in her study found that majority of the students agreed that vlog help to boost confidence in speaking English and make them comfortable expressing views and ideas to public. Video blogging has a positive impact on the development of students' oral skills (Santamaria et al., 2018). The use of digital technology such as video cameras aid in the development of students' language skills especially speaking skills (Combe and Codreanu, 2016) and encourages students to express themselves and provides more public speaking practicing opportunities to the users (Sulistyo, 2018).

However, it was found that previous studies investigated vlog and YouTube separately, and very little was investigated in the area of speaking skills. Besides, a research looking into the benefits of vlog and

YouTube in enhancing speaking skills from the perceptions of the students is believed needed. Thus, there is a need to investigate students' perceptions on the use of English vlog within YouTube and how it can help the students in enhancing their speaking skills. The findings of this study highlight that educators are encouraged to vary their language teaching activities by integrating English vlog within YouTube for more effective teaching and learning.

This study is a part of a larger scale study which utilizes mixed method research design in which for quantitative data collection, a set of questionnaire adapted from Safitri and Khoriyah (2017) and Balbay and Kilis (2017) was used. In addition, interview sessions were carried out to gain qualitative data. The respondents of the study were 59 fourth-year undergraduate students from School of Education (SoE), UTM. They were selected using random sampling technique. Besides, in order to maintain validity and reliability of the collected data, this study referred to the table of sample size by Krejcie and Morgan's (1970) for decision of the number of respondents for the study. Thus, for a population of 71 fourth-year undergraduates, 59 students were chosen as respondents to answer the questionnaire. Six randomly selected respondents were also involved in the interview sessions until data was saturated.

Findings and Discussions

In this section, all the findings from the analysis of data are presented. Table 1 displays the students' perception on using English vlog within Youtube towards students' English learning. Data was collected via questionnaire and supported with interview sessions.

Table 1: Students' Perception of Using English Vlog within Youtube Towards Students' English Learning

Items	Strongly agree	Agree	Disagree	Strongly disagree
I learn many new English words.	24 (41%)	34(58%)	1 (2%)	0 (0%)
I am able to know new English terms in certain context.	27 (46%)	32 (54%)	0 (0%)	0 (0%)
I learn how to pronounce English words correctly.	19 (32%)	39 (66%)	1 (2%)	0 (0%)
I learn variety English accents from the native speakers.	24 (41%)	32 (54%)	3 (5%)	0 (0%)
I learn the correct English grammar use.	12 (20%)	37 (63%)	10 (17%)	0 (0%)
I discover many English slangs.	26 (44%)	28 (47%)	5 (8%)	0 (0%)

It was noted from Table 1, students perceived using English vlog within Youtube has positive impacts towards students' English learning in which all the respondents (100%) agreed that they are able to learn new English terms in certain contexts from vlog. From the above analysis, all the respondents, in which 46% strongly agree and 54% agree that by vlogging within Youtube they are able to know new English terms in certain contexts. Besides, 24 of the respondents (41%) strongly agree and 32 respondents (54%) agree that English vlog helps them to learn many new English words. Nonetheless, there are 17% of the respondents disagree that they learn correct English grammar when vlogging although 83% have the opposite point of view. In terms of the discovering English slangs, 91% of the respondents agree that by vlogging they discovered a variety of English slangs although 8% disagree with the view.

These findings were also supported with the findings from interview sessions. The excerpts are presented in Table 2 below.

Table 2: Respondents' Excerpts on Students' English Learning

Respondent	Excerpts
3	"I'm able to discover many new words and know to pronounce it correctly. Besides, I also get to learn more slangs in English that been used by the vlogger such as 'whadup', that's mean 'what's up' and many more slangs and for that I've been using the slangs in my daily life to greet my friends"
5	"Vlog helps when I learn English grammar indirectly..emm mainly the usage of noun and the vocab that really really help me.. I'm able to get to know many new vocabulary when I watch vlog videos as well as able to learn different ..aaa.. English accent"

It was noted that Respondent 3 discovered new vocabularies and the correct way of pronouncing words when she said “I’m able to discover many new words and know to pronounce it correctly”. The respondent also added that she “also get to learn more slangs in English that been used by the vlogger such as ‘whadup’, that means ‘what’s up’ and many more slangs”. She concluded by saying she is confident in using these slangs in her (my) daily life to greet her (my) friends”. In addition, Respondent 5 expressed her thought that she was able to learn grammar indirectly and with English vlog also, she learned different English accents from the speaker.

The above findings are also aligned with the study by Safitri and Khoiriyah (2017) and Chottsawhas (2016) where they found that watching English vlog helps students to enrich the vocabulary, learn new variety words from certain context and encourage students to understand many terms across the culture. Besides, Riswandi (2016) highlighted that YouTube based videos such as vlog really help students in developing new English vocabularies and they impart ideas of the content of what to speak.

In addition to the findings above, students also perceived that using English vlog has positive impacts towards students’ motivation as shown in Figure 1 below.

Figure 1: Positive Impact of Using English Vlog Towards Students’ Motivations

Items	Strongly agree	Agree	Disagree	Strongly disagree
I learn many new English words.	24 (41%)	34(58%)	1 (2%)	0 (0%)
I am able to know new English terms in certain context.	27 (46%)	32 (54%)	0 (0%)	0 (0%)
I learn how to pronounce English words correctly.	19 (32%)	39 (66%)	1 (2%)	0 (0%)
I learn variety English accents from the native speakers.	24 (41%)	32 (54%)	3 (5%)	0 (0%)
I learn the correct English grammar use.	12 (20%)	37 (63%)	10 (17%)	0 (0%)
I discover many English slangs.	26 (44%)	28 (47%)	5 (8%)	0 (0%)

Figure 1 above presents students’ perception on the positive impacts of using vlog within YouTube towards students’ motivation. From the survey, more than half of the students (97%) agree that they can practice speaking in English about things they like by vlogging. Besides, 95% students also agree that they feel comfortable to learn English independently from English vlog. Another 82% of the respondents perceived using vlog in YouTube boost their confidence and 84% admitted they speak English freely and comfortably.

During the interview session, Respondent 2 shared that she can “gain new experience and it will give me (her) so much fun...aaa...plus it can give me (her) motivation to speak in English, get new and fun experiences when using English vlog.” She perceived that the use of technology motivates her to speak in English. Similarly, Respondent 5 also found that using English vlog is fun and enjoyable. Vlogging can also increase her speaking motivations by speaking in front of the camera freely as she can talk something that she likes as reflected with the findings by Gao et al. (2010).

The findings are similar to the findings by Gao et al. (2010) in which they stated that students can practice speaking about things they like freely as the concept of vlog is to talk and share any content that the speaker wants to share without any regulation or format. In addition, Rahmawati et al., (2018) shared similar view which they discovered that students become more interested, confident and enjoy speaking English by using vlog although they are not used with it.

Conclusion

This study focused on identifying students’ perceptions on the use of English vlog within YouTube to enhance speaking skills. This study has discovered that students obtain many positive impacts from English vlog which can help them enhance speaking skills in the aspects of language learning and motivations. Majority students perceived that English vlog helps them to learn many language aspects which are beneficial in helping the students to gain more new vocabularies and English terms. English vlogs do offer new and entertaining ESL speaking activities which can attract students to learn and practice English speaking skills. English vlog within YouTube has its own potential in exposing students with technology use in ESL classroom especially speaking skills lesson.

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