

Using Vlogs as a Medium in English Language Teaching (ELT): Teaching Oral Communication

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ABSTRAK

Untuk meningkatkan kemampuan berbicara siswa, mengajar berbicara bukanlah pekerjaan yang mudah. Ini terutama benar di dunia modern, di mana segala sesuatu dinilai berdasarkan hasil siswa. Tujuan dari penelitian ini adalah untuk mengevaluasi penggunaan video blog dalam pengajaran bahasa Inggris (ELT). Hasil penelitian digambarkan dengan metode kualitatif. Fokus penelitian ini adalah siswa di kelas enam SDN Banyuates 6. Alat yang digunakan termasuk lembar pengamatan, catatan lapangan, wawancara dengan guru bahasa Inggris, dan penyediaan angket kepada siswa. Dalam penelitian ini, data dianalisis melalui pendekatan deskripsi kualitatif. Hasil penelitian memberikan gambaran tentang bagaimana video blogging, juga dikenal sebagai vlog, digunakan untuk mengajar bahasa Inggris, khususnya untuk meningkatkan kemampuan berbicara.

ABSTRACT

To improve students' speaking skills, teaching speaking is not an easy job. This is especially true in the modern world, where everything is assessed based on student results. The aim of this research is to evaluate the use of video blogs in English language teaching (ELT). The research results were described using qualitative methods. The focus of this research is students in sixth grade at SDN Banyuates 6. The tools used include observation sheets, field notes, interviews with English teachers, and providing questionnaires to students. In this research, data was analyzed through a qualitative description approach. The research results provide an overview of how video blogging, also known as vlogging, is used to teach English, especially to improve speaking skills..

INTRODUCTION

Undoubtedly, technology is undeniably pivotal in all facets of life, especially in the realm of education. Hashim (2018) asserts that contemporary education places a strong emphasis on the acquisition of knowledge and information. Students are not required to transport their books or subjects to every location they like to visit. They simply require the URL or webpage to obtain the requisite content. (Majid, 2011) also recognized that technology has fostered global interconnectedness, enabling us to engage in conversation with individuals worldwide via text,

video, or platforms such as Zoom for instantaneous interaction. Technology facilitates our acquisition of knowledge on several subjects, including culture, education, lifestyle, politics, economy, and beyond. Technology is employed in education to bring students to the contemporary day, enabling them to study effortlessly. YouTube is a highly recognized platform.

Currently, technology enables unrestricted access to all things. YouTube, a widely used medium among the younger generation, allows anyone to produce videos with specific goals in mind. It is also commonly referred to as a video blog or vlog. YouTube is an online platform that allows users to freely share videos and display their material, as stated by Watkins & Wilkins (2011). YouTube is a globally accessible platform that allows individuals from across the world to view videos and subscribe to channels. (Nasution, 2019) also stated that media offers several advantages for students during the learning process. They possess the capacity to autonomously exert influence over the media and create content that is advantageous, not just for their own benefit but also for the benefit of others. In addition, he noted that there are diverse forms of media that can be employed in education, such as the utilization of computers. According to Majid (2011), technology functions as a tool for educators to enhance language training. Students must acquire and master four language skills through the use of a media that facilitates integration.

According to Google, almost 60% of individuals worldwide have shared their activities by creating vlogs and posting them on YouTube (Kuncoro et al., 2018). Vlogging is the act of recording a video for specified reasons. The individuals that create video content on the internet are known as bloggers. (Husain et al., 2012) mentioned that YouTube provides students with the chance to be more engaged, as they can access it without any cost. (Rakhmanina & Kusumaningrum, 2017) discovered in their study that blogging enhances an individual's language proficiency. It can serve as a platform to go to the next level in language. Video blogging in this article is referred to as vlog, when students are required to create a video using audiovisual elements instead of text.

When creating a video blog or vlog, it is important to prepare beforehand. This will help enhance one's speaking abilities, which is a valuable talent and a crucial aspect of vlogging. Vlogging is a convenient way to improve language skills, according to Rakhmanina and Kusumaningrum (2017). Video blogging is currently a popular method for improving students' speaking skills in terms of fluency, correctness, accent, and complexity. According to Qureshi (2017), the outcome of teaching speaking in English as a Foreign Language (EFL) is that students develop a grasp of communication, enabling them to achieve fluency in speaking, particularly for elementary level pupils. According to Farahsani et al. (2020), the initial step in language acquisition for children is the production of individual words. In communication, it is necessary for speakers to articulate their words clearly in order to effectively deliver the message, as mentioned by Cahyana (2020). The significance of speaking is extremely important for effective communication. Based on those observations, it may be concluded that communication is crucial for engaging with others in our daily lives. Srinivas (2019) mentioned that globalization has seen significant changes. Someone have a powerful longing and determination to achieve their objectives in this time period. Individuals' aspirations are likely to be realized if they are able to effectively express their thoughts, making communication abilities crucial in achieving this objective.

Teaching speaking skills to students may be challenging and requires significant effort to help them improve their speaking abilities. This is especially true in today's global economy, where

student accomplishment is often assessed by their performance. Additionally, teaching speaking skills can be particularly challenging in elementary schools where English is not a compulsory subject. Certainly, it poses a significant difficulty for the English instructor at the Elementary School to create engaging techniques for teaching English. One way to increase students' enthusiasm in learning English is to incorporate technology as a familiar tool in the teaching process. Teachers nowadays need to be skilled in utilizing media when teaching English as a Foreign Language. YouTube is a highly significant platform for enhancing students' speaking skills. According to Kristiani and Pradnyadewi (2021), YouTube is a valuable educational resource that has a beneficial effect as it provides a wealth of information and engaging videos.

(Kamelia (2019) stated that incorporating videos into English instruction can enhance children's language skills. As a result, pupils are encouraged to replicate the movies as a means of learning English, specifically. YouTube can create an interactive environment between the teacher and the students in the class. Through YouTube, students can engage in active and spontaneous communication in English, regardless of whether they possess an ample vocabulary to describe their thoughts and emotions. Speaking is distinct from other abilities as it requires individuals to articulate their thoughts in order to effectively communicate with an audience. That is why YouTube is a suitable medium for teaching speaking, especially during the COVID-19 pandemic (Syafiq et al., 2021).

There were several issues in the sixth grade of SDN Banyuates 6 where the pupils were embarrassed to talk and lacked confidence. They believe that learning English is not essential because it is not a highly required subject to be proficient in. In order to enhance their interest in learning English, the researcher choose YouTube as a platform for teaching English as a Foreign Language (EFL), with a particular focus on developing speaking skills. In this section, the teacher requested that the students create a video blog to enhance their enthusiasm in studying English. The teacher then provided some suggestions regarding the vlogs they had created. After some revisions, the teacher uploaded the vlog to YouTube. In this manner, students will be highly motivated to create vlogs in English and they may view the outcome of their project on a YouTube channel. It will automatically boost their confidence and help them like learning how to talk. In his research, Srinivas (2019) mentioned that the classroom provides an optimal environment for developing effective communication skills, particularly in speaking. Teachers should be aware of the issues that pupils face and make an effort to utilize different approaches in the classroom. Teachers can achieve this by modifying their approach and resources through the utilization of modern technology to enhance the teaching of speaking skills.

Lately, video blogging has been a popular hobby for many people, and it may also be a lucrative source of income if the viewership meets certain goals. The teaching and learning process nowadays is closely intertwined with the effect of technology, which has made students more engaged and interested in learning. (Rakhmanina & Kusumaningrum, 2017) discovered in their study that vlogging improves pupils' speaking skills. Vlogging is highly advantageous for individuals as they actively engage in recording the video and serve as the focal point of the content. A video blogger creates content that they submit to their YouTube account as a way to show gratitude for their project and experience satisfaction from it. There are various types of vlogs (Kuncoro et al., 2018). (1) Daily: refers to a blogger creating a video about their daily activities. (2) Traveling: sharing about a trip where everyone may appreciate stunning and impressive landscapes,

as well as discussing intriguing tourist attractions, expenses, and other useful details. (3) cuisine: This vlog is about sharing unique, excellent, and well-known cuisine. (4) Gaming: This vlog is used by gamers to play suggested games. (5) Beauty: typically demonstrates makeup application. (6) Evaluation and unveiling: the bloggers will showcase a package that they receive from an internet store and typically endorse it. Speaking is a method of communication that people use to interact, convey a message, and explore someone's desire to communicate an idea.

(Ainslie, 2008) The proficiency in oral communication is highly significant in the academic domain, where concepts and ideas are often conveyed through language, which serves as a common means of understanding between nations (Putra, 2020). He also mentioned that the pupils' speaking skill is low due to their limited imagination and lack of critical thinking, which are crucial for acquiring it

(Anugerah et al., 2019) discovered in their study that videos play a crucial role in bridging the gap between students and technology. A video is a blend of visuals, audio, graphics, and captivating perspectives. It has the ability to capture the kids' focus in the classroom. Their comprehension of the content would be enhanced if the teacher utilized E-learning methods, such as including videos. In his study, Pratama (2018) also discovered that incorporating technology into English instruction can enhance effectiveness, innovation, and creativity. According to the researchers (Rakhmanina & Kusumaningrum, 2017), it was also shown that video bloggers are highly effective in teaching English, but with varying objectives.

Teaching English to young learners is not just about the content, but also about how it affects their ability to enhance their language skills (Sukarno, 2012). Young students require contextual learning in their educational process. As per the research conducted by Sevy-Biloon et al. (2020) in Ecuador, there are three key aspects in pedagogy that are associated to English language teaching. Communicative Language Teaching (CLT) involves teachers selecting engaging topics that might generate curiosity and a desire to learn more among learners. However, the actual situation in the classroom is rather different, since teachers are unable to engage students' interest with appealing and stimulating subjects. Information and Communication Technologies (ICTs) are another component that influences English Language Teaching (ELT). Today's educators need to be familiar with technological advancements. ICTs are becoming more and more popular these days as a means to enhance students' motivation, meet students' needs, and enhance the overall development of various English as a Foreign Language (EFL) skills. Content and Language Integrated Learning (CLIL) is an educational technique that combines language with content. In this approach, language is not only used for instruction during the learning process, but it also serves as a crucial instrument for building knowledge. (Dar-Ei, 2000) mentioned that there are several elements that influenced pupils in English Language Teaching (ELT). Extrinsic and intrinsic motivation are factors that influence learners in English Language Teaching (ELT). Parents' encouragement is crucial in fostering students' motivation. Encouraging their children to acquire language skills is a crucial form of assistance in the process of learning English as a foreign language. As a result, the kids will have a high level of motivation in their studies.

The younger generation uses YouTube as a prominent medium. With the current pandemic in its third year, YouTube serves as a useful teaching tool for students learning English as a foreign language (EFL). Watching educational videos on the internet and trying to emulate the models set by their teachers might help students learn efficient time management techniques. Internet-based



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media is a major teaching and learning tool in modern education, claims Kamelia (2019). As they listen to and watch the movie as if it were genuine, the youngsters will be able to understand the subject matter more readily. Students can find many resources on YouTube, which is a helpful platform for encouraging them to manage and take charge of their own learning (Nasution, 2019). It is known to almost everyone. The study employed a video blogger, or vlog, to investigate the application of video blogging in English language training. Speaking issues were a result of the sixth-graders at SDN Banyuates 6 not feeling comfortable sharing their opinions in front of the class. There's no denying that the problem has external causes as well. The teacher uses standard teaching methods in the classroom, and one of the external challenges is the restricted access. During the first investigation, the issues were found. It was discovered that many pupils had difficulties staying motivated to learn in a prior study by other researchers (Handi Pratama et al., 2020). As a result, educators now have an obligation to discover strategies for improving student motivation. Students typically exhibit passivity during the teaching and learning process, according to research by Prathama et al. (2018). Utilizing technology is one efficient way to pique their interest. It is clear from the previously cited study that students were generally quiet and unmotivated in the classroom. At SDN Banyuates 6, the sixth grade likewise had the similar problems.

The internet has a wide range of uses, and with just a single click, we may access information on any topic we search for. Knowledge, relevant details, and anecdotes can be disseminated via the internet (Pratama & ., 2018). Vlog might be considered a form of CMC (computer-mediated communication). Effective language learning can be achieved by utilising helpful resources to support language learners (Taqwa & Sandi, 2019). Using vlogs to teach English is a highly successful method for increasing students' motivation to learn the language. It is also a fresh beginning for pupils to utilise technology, which can be a beneficial method to achieve a promising future and enhance motivation in learning. The advantage of incorporating video into the teaching and learning process is beneficial for both students and teachers. It helps teachers become proficient in using technology for instruction, facilitates easy and effective coverage of material, and creates an enjoyable classroom environment (Handi Pratama et al., 2020). Incorporating vlogs into education can help students not only comprehend the materials, but also enable them to independently create video blogs (vlogs) as a project. This hands-on experience allows students to gain a deeper knowledge of the material by applying it in a real-world context.

The researcher aimed to monitor the process of using vlogs to teach speaking, as they encountered certain issues during the exploratory investigation. By establishing a platform for video content creation, individuals may confidently communicate their ideas in front of a camera, so boosting their self-assurance and fostering their creativity in generating novel content.

METHOD

Research Design

This study is characterized by qualitative research. According to Brooks et al. (2019), qualitative research focuses on capturing individuals' personal experiences and perspectives as expressed in their own words. This research study utilizes subjective data obtained from an on-site case study that was conducted. (Murray, 2010) further asserted that the objective of the qualitative

research strategy is to focus on meticulous analysis and substantiation. There has been an increase in interest in the field as a consequence. The primary objective of this study was to examine and elucidate the use of video bloggers in the instruction of spoken language skills. The study included the participation of sixth-grade students from SDN Banyuates 6. The class consisted of nineteen pupils. The subject was chosen because the children in class six had a lower level of proficiency in learning English compared to the learners in the other class. This information originated from the preliminary inquiry conducted prior to the investigation. This investigation employed a qualitative description. This study employed a qualitative descriptive approach to derive results.

The researcher utilized a range of instruments in this investigation, such as an observation sheet, field notes, in-depth interviews with the teacher, and a questionnaire for students. The tools underwent scrutiny through descriptive qualitative methodologies. The study was conducted in December 2021 for a duration of three weeks. The data was obtained through classroom observations, questionnaires, and field notes during the procedure. The researcher collected the data to the maximum degree possible by analyzing the implementation. Field notes are employed as a means to collect crucial data regarding the execution of constructing a blogger in EFL, specifically in the instruction of oral communication. During the course, the researcher focused on the practical implementation in the classroom across nineteen subjects.

RESULTS AND DISCUSSION

The findings of the study indicate that incorporating vlogs into English language instruction offers numerous benefits in terms of integrating technology into the learning process and fostering student engagement. The pupils have the ability to be creative and express their ideas through videos. They also learned new skills connected to producing a high-quality video, such as video editing, capturing images from favorable angles, and engaging with the audience in the film. The method can influence the audience and the number of likes that students will receive on their channel. Another benefit they will receive is increased confidence. They will gain knowledge in public speaking, when they present or advertise something to the audience, resulting in improved English speaking skills. Acquiring knowledge about positive behavior during video discussions is another advantage they can gain. The demeanor also affects the viewers of the video. By starting a vlog, students and teachers can maintain effective communication by regularly discussing the videos and receiving feedback from the teachers. It can also serve as a platform for students to utilize technology, not just for watching unproductive videos or playing games, but also for creating their own channels that provide useful content for others.

The Implementation

Technology is a familiar idea in our daily life. This is something that is familiar to us, especially for teachers who use technology to help with teaching. In a study conducted in 2019, the researcher found that the use of technology allows teachers to work in new ways, resulting in enhanced ease in several areas. In this part, we will discuss the implementation of the method. While teachers are already acquainted with the process, it is advantageous to offer a concise description of the execution.

1. Presenting a video blogger

An example is provided to help students expand their knowledge about vlogs. The example is provided to provide a description of how the blogger can communicate with the viewers, even



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if they are not in the same location. Teachers also describe the many types of vlogs to inform the students on the kind of vlog they will create with their friends. Based on the provided film, students can get knowledge about video recording techniques, the reasons behind the video's appeal, and the significance of watching the video. The focus of this study is on video bloggers that create tutorials or provide instructions on how to manufacture something.

2. Generating a title and organising the text

It pertains to the engagement of students in the classroom once they have a thorough comprehension of vlogs. The teacher requests that the pupils come up with a title that is relevant to the video blogger they will be creating. The video blogger they need to create is about an instructional. Once the students come up with a title that the teacher approves of, they can begin writing the text.

3. Providing feedback

Students require feedback in order to assess the development of their work. The feedback is provided to correct the text before it is transformed into a video. The organisation, vocabulary, tense, and punctuation are the aspects that teachers focus on when providing feedback. Once all the components are finished, the teacher will be able to observe the pupils' pronunciation, gestures, and attitude while performing the text on the video. The feedback can be given either in person during class or through written communication. The primary focus while providing feedback is on the manner in which individuals communicate in English, including aspects such as pronunciation, intonation, and gestures..

Student's response of the implementation

On the initial day of installation, the kids were enthusiastic about incorporating technology into their learning experience. The usage of technology presents new phenomena for them. In this situation, they needed to have a product called a "video blogger" that they could create and then share the video after receiving feedback and suggestions from the teacher. Students were highly engaged in discussing strategies to improve their product by becoming effective video bloggers. In the lesson, the teacher also provided them with encouragement to assure their success. According to Johnson (2017), providing motivation to students is crucial in boosting their enthusiasm towards tasks. Prior to the pupils creating the product, the teacher provided them with a few instances of video bloggers. Producing a vlog can be a complex undertaking as it involves various aspects such as video preparation, editing software, and a team of editors to create a high-quality video (Guide, n.d.). The students in this assignment were required to create a basic video that focused on the process of making something.

The process of creating the video involved students working in pairs. First, the group should give the title to the teacher and then organize the text according to the title. Since the vlog centers around the topic of 'how to create something', the groups should compose the material using the general format of procedural writing. The components of procedure text are the title, materials, and steps. They were required to compose the text according to the given framework. They needed to hand in their written work to the teacher. After making revisions and providing feedback, they should make corrections to their writing. A video blogger is created when their writing is of high quality and meets the standards for good writing in procedure text. In this project of developing the video blogger, the teacher serves as a mentor who assisted the students in producing a high-quality

vlog and provided guidance on how to effectively present their project. As a result, the viewers will be able to enjoy their captivating video, which is further enhanced by the numerous views it receives. (Thomson, 2020) discovered in his research that a video can get a large number of views and likes due to its surprising and unconventional nature, which not everyone can replicate. It can be anything out of the ordinary that bloggers do. In this paper, they will be able to showcase their writing through a video presentation with effective verbal communication. This will have a positive impact on their speaking skills, as speaking is a crucial aspect of conveying messages to others. (Syafiq et al., 2021) discovered that the use of YouTube as a medium in the technological era can enhance students' speaking skills and motivation.

The children were highly engaged in producing their film. It was evident from their reactions upon submitting the video. The students inquired with the teacher about any incorrect pronunciation in the video. They had a strong desire to create a high-quality film because they believed that by making and sharing the video on their YouTube channel, it would be a significant and exciting experience for them. They saw it as the initial step towards uploading their vlog on YouTube. According to Filgona et al. (2020), motivation is an important aspect in the process of learning. It is ineffective when the teacher employs effective methods but the learners lack interest in learning. However, this situation poses a significant challenge for educators.

The students' evaluation of the application of the strategy could be assessed through the use of a questionnaire. The researcher utilized a closed-ended questionnaire consisting of five questions. Are you interested in becoming a video blogger? And provide a brief explanation! Out of nineteen pupils, eighteen of them responded with a 'yes'. They are interested in starting a video blog. They said it was a difficult undertaking that required them to put in extra effort in order to find a successful video blogger. A student responded that they are not interested in being a video blogger since it seems unfamiliar to them. The student prefers watching vlogs rather than starting and managing their own channel. The teachers' motivation becomes a highly important matter. As the teacher plays a vital role in the teaching and learning process, their lack of motivation might negatively impact students' accomplishment (Dislen, 2013).

When the pupils were asked if they were interested in learning English by creating vlogs, around fifteen kids expressed their interest while the others did not agree. It demonstrates their strong interest in studying English by creating a vlog. In his study, Balla (2014) discovered that motivation refers to an activity that is driven by an internal desire. It can be tremendously motivating if there is a goal to be accomplished and the goal is really appealing. Based on prior studies, we are aware that having a strong motivation might facilitate the achievement of goals. Dini Deswarni (2016) has discovered that learners' motivation is a component that affects their accomplishment and competence in learning.

The students also mentioned that making vlogs posed a significant challenge for them in completing their assignment, as they had to put in extra effort to produce high-quality vlogs. In order to receive a favorable grade from the instructor, it is necessary for them to acquire a variety of skills in the creation of a high-quality vlog. A total of nineteen students concur that producing a vlog is somewhat demanding. The evidence of their engagement in the class is apparent. During their conversation, they talked about the challenges they faced while filming the video. This can also be seen in the text they submitted to the teacher to ask for feedback on their vlog.



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When making the video, the students are divided into groups of two people each. The students' reaction indicates that they are highly pleased with working in groups since it allows them to accomplish two tasks simultaneously: generating vlogs and embarking on adventures to capture videos. They provide a favorable reaction because they believe that undertaking the project will offer numerous benefits, such as gaining valuable learning experience. By producing vlogs, individuals can also communicate their thoughts through self-recorded videos and demonstrate their skills in various activities. By articulating their concept, they believed that their verbal communication had improved since they were able to express themselves utilizing the English language.

Teacher's interview

The paper utilized unstructured interviews to obtain detailed information. The researcher was permitted to alter the focus as the interview advanced. The interview took place in person at the teacher's office. An advantage of doing a face-to-face interview is that the interviewee is able to answer questions spontaneously, without needing to take a long time to think about their response (Opdenakker, 2006). Based on the interview, it can be inferred that there are both pros and cons to implementing the strategy. One of the benefits is that the pupils will have increased self-assurance when performing in the vlog. They plan to make a vlog according to their preferences and are confident that it can turn out well provided they are willing to film themselves for public viewing. As a result, the pupils are able to share their thoughts in the vlog. Being part of a strong team is also beneficial in this area. When making their vlog, kids need to collaborate in pairs. Producing a vlog also encourages students to come up with creative ideas to make a nice vlog, such as how to shoot the video, their ability to talk fluently, and their spontaneous learning of video editing.

However, there are kids that have a very low level of motivation. This is the major issue in the process of learning. Low motivation will have an impact on their confidence. Some of them found it challenging to articulate certain English words. The teacher needs to teach them multiple times, and occasionally students may struggle to say it accurately. The teacher needs to have patience when performing this step. Providing input is a more time-consuming stage in this process. Providing feedback plays a significant role in inspiring pupils to study, as mentioned by Psychology et al. (2000). Research has shown that providing effective feedback to students can have an impact on their academic performance. After the video is completed and the students present it to the teacher, there are instances where they make errors in the text and need to make corrections. In the video, there were few instances of incorrect pronunciation in their speech. It is important to have appropriate pronunciation. According to Prashant (2018), effective communication requires proper pronunciation in order to prevent misunderstandings. Through receiving helpful and efficient criticism on their pronunciation, they will come to understand that achieving good pronunciation requires a gradual and ongoing effort. However, despite the challenges mentioned, students can still excel in creating vlogs with the necessary time and dedication.

CONCLUSION

Utilizing technology in the educational process is common nowadays, requiring teachers to have expertise in this area. Using technology in teaching can help teachers in doing their duties. The pupils will be very motivated when they learn using technology. Video bloggers are highly

popular among the younger generation, with practically all of them having a YouTube channel and accessing it on a daily basis. Occasionally, certain students like to record their activities and then upload and share them on YouTube. This habit can be utilized to enhance their proficiency in learning, particularly in English language acquisition, specifically in speaking.

This paper aims to explore the use of vlogs in English language instruction through qualitative research. The data was collected from many sources, including the class implementation, observation sheet, field notes, a questionnaire completed by the students, and an interview with the teacher. The paper provides a detailed description of the method's execution, the response from students, and the interviews with teachers. In the execution, there were several stages involved in carrying out this procedure, including introducing the video blogger, generating a title, organizing the text, and providing feedback as the final phase.

Based on the students' responses in the questionnaire, it can be determined that they were highly enthusiastic about creating a vlog. This is because they felt confident in performing their text in the video, which they believed would lead to an increase in their speaking skills. Increased motivation is another advantage they gain from this strategy because creating a vlog poses a challenge for them. Collaboration is another advantage kids gain when they work with their classmates in pairs. According to the teachers' interview, the teacher encountered various challenges in implementing their methods. Lack of motivation is the main issue. Certain students may experience a lack of interest in their studies, leading them to doubt their abilities. This can have a negative impact on their confidence. Lack of access is another issue as some kids do not have smartphones to complete the vlog project. Providing comments in this approach requires patience as not all students grasp concepts quickly.

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