

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis from participants. Furthermore, the researcher explains findings and discussion of the research related the use of Vlog to assess students' speaking skill at an Islamic private university in Yogyakarta.

In this research, there are two main findings namely the problems faced by the students in doing Vlogging to assess their speaking skill and the benefits for the students in doing Vlogging to assess their speaking skill. These results are based on the interview of four English Language Education Department students.

The problems faced by the students in doing Vlogging to assess their speaking skill

Based on the interview results, there are some problems faced by the students in doing Vlogging to assess their speaking skill at ELED in one of Islamic private university in Yogyakarta. The problems are difficulty in pronouncing correct words, difficulty in using correct grammar, difficulty in vocabulary, difficulty in speaking fluently, difficulty in delivering an organized speech, lack of self-confident and technical problem. The researcher discussed the result below.

Difficulty in pronouncing correct words. From the interview, it was expressed that there were some findings related to the problems faced by the students in doing Vlogging to assess their speaking skill at the English Language Education Department in one of Islamic private universities in Yogyakarta batch 2016 according to the students' perception. The first problem is pronunciation problem in Vlogging. There are two participants stated that they got pronunciation problem in Vlogging. As shown in their answers, she stated that "The problem that I faced during vlog is pronunciation" (P1.9). The reason why pronunciation was the problem

when she did the Vlogging because she used to use the wrong pronunciation, she stated that “Because I am accustomed to mention the wrong pronunciation, when vlog I often uses the wrong pronunciation” (P1.9a). The supported answer also came from the second participant who stated that “(P2.11) I have difficulty in pronunciation” and also she mentioned that “I have difficulties and forget the pronunciation of words” P2.11). The participants got problems in pronounce some words and they did not know how to correctly pronounce the word. Also, the two participants stated that in non-Vlog activities, they got difficulties in pronouncing correct words.

According to Tahir (2015), a problem usually faced by students in expressing their ideas was pronunciation such as making some mistakes in pronouncing some English words because they were mostly influenced by the use of their mother tongue. In the same line, Syafei (as cited in Dewi, 2009, p.12) stated that English is a bit difficult for Indonesian learners because of two cases. Firstly, the difficulties occur because of the irregular spelling of English. It can affect the pronunciation. Secondly, the difficulties are due to interference from Bahasa Indonesia to the target language (English).

Difficulty in using correct grammar. The second problem faced by the students in doing Vlogging to assess their speaking skill was grammar. Three participants agreed that they were confused about using the correct grammar. First participant mentioned that “The problem that I faced when Vlogs is tenses” (P1.10) and also “The proper use of grammar when speaking spontaneously” (P1.10a). That statement was supported by the second participant who stated that “I am confused and have difficulty using the right grammar when vlog” (P2.13). The third participant also had the same problem, she said that “My problem when vlog is how to use the right grammar” (P3.7). This problem, the students cannot make a sentence with correct grammar

when they want to make a script and deliver any information about the tourist attraction. The three participants stated that in non-Vlog activities, they also got difficulty in using correct grammar when they want to write or speak in the classroom.

In line with Hosni (2014), he argued that, English Foreign Language students have difficulties in grammar; these students could not form short sentences when they tried to speak in English and difficult to make sentences when they try to express their ideas. According to Syarippudin (2015), students in non-English speaking country have grammatical error in speaking. Some types of grammatical error also appeared in students' speaking. There were about 39 errors in speaking such as one indefinite article incorrect, one possessive case incorrect, three third person singular incorrect, one comparative adjective or adverb incorrect, one error in the use of determiner, one error in the use of number, one error in the use of pronoun, one error in the use of preposition, four omission of verb, thirteen errors in subject and verb agreement, seven errors word order, two errors negative transformation and one error question transformation.

Difficulty in vocabulary. The third problem faced by the students in doing Vlogging to assess their speaking skill was vocabulary. Two participants agreed that they forgot the vocabulary when they wanted to speak in Vlog and one participant does not know the vocabulary that will be used. Second participant said that “I forgot the vocabulary when doing a vlog” (P2.12). The supported answer also came from the third participant who stated that “I forget the vocabulary that will be discussed when doing a vlog” (3.10). The fourth participant also had the same problem, she mentioned that “When speaking in vlog, I am confused what vocabulary will be used” (P4.4). It meant that by doing a Vlog the students did not know what the vocabulary of the things that they found. Also, the three participants stated that in non-Vlog activities, they also got difficulty in Vocabulary when they speak in the classroom.

In this point, Hosni (2014) stated when speaking, English Foreign Language (EFL) students have difficulties in vocabulary, sometimes they do not know the word when explaining something so that they cannot continue their speaking. August, Carlo, Dressler, and Snow (as cited in Khan, Radzuan, Shahbaz, Ibrahim & Mustafa, p.407, 2018) argued that non English speaking country learners have limited vocabulary to take more time learning new vocabulary items and are less able to involve in comprehending text and lack involvement in oral communication with their peers.

Difficulty in speaking fluently. The fourth problem faced by the students in doing Vlogging to assess their speaking skill was speaking fluently. Two participants agreed that they had difficulties when speaking spontaneously. The first participant stated that “Talking spontaneous is my challenge when doing a vlog” (P1.12). The supported answer also came from the second participant who argued that “My problem is when I have to speak spontaneously and I have to make the script first so it is easy to talk” (P2.10). The third participant also had the same problem, she stated that “My problem when speaking spontaneously is sometimes I forget what will be explained next” (P3.6). The three participants stated that in non-Vlog activities, they also got difficulty in speaking fluently when they want to present and speaking in the classroom.

According to Ur (as cited in Hosni, 2014, p.23), the students sometimes complain that they cannot think of anything to say, they have no content to express themselves beyond the ashamed feeling that they should be speaking. Based on the researcher’s experience, he also got the same problem in talking spontaneously in Vlogging. When he did the Vlogging, he felt less idea what he should explain next. Sometimes, he also forgot what he should explain first and what next is.

Difficulty in delivering an organized speech. The next problem faced by the students in doing Vlogging to assess their speaking skill was talking organized. A participant argued that she had a difficulty when explaining something in Vlog. She stated that “My challenge when vlog is how to speak in order and explain things without convolution” (P1.13). It was supported by the fourth participant who stated that “I forget and blank when I do a vlog like what I think is different from what is conveyed” (P4.6). It meant that the participants were difficult to organize when explaining the content. Hence, the two participants stated that in non-Vlog activities, they also got difficulty in delivering an organized speech such as when they want to answer a question in the classroom.

Furthermore, Ounis (2017) stated that less knowledge or unfamiliar with some things can affect students’ performance and the way they are being assessed. Based on the researcher’s experience, when he did the Vlogging, he could not talk in organized way because when he explained the things it was always random. The factor was due to the researcher was confused what the first thing he should explain and he could not make a script for the Vlog.

Lack of self-confidence. The next problem faced by the students in doing Vlogging to assess their speaking skill was self-confidence. As shown in the answer of two participants, the second participant stated that “I am not confident when talking in front of many people while doing Vlog” (P2.14). In the same line the third participant also had the same problem, she mentioned that “I am not confident when talking in front of the camera and many people pay attention when doing Vlog” (P3.5). Not confident talking in front of many people and talking in front of the camera were the problems of the two participants. Also, the three participants stated that in non-Vlog activities, they also got lack self-confidence in the classroom such as when they want to do a presentation, answer a question and speak in the front of class.

According to Fauzan (2014), many students have low confidence to speak English because they were afraid of making mistakes and they felt nervous to speak English in front of people. This finding is also related to Ounis (2017) who stated that students' level of anxiety can be increased, which might influence their oral performances negatively. Along with the current study, Brown (as cited in Ounis, 2017) argues that anxiety can make students feel wrong what they say, feel not smart, and ambiguous.

Technical problem. Technical problem is the next problem faced by the students in doing Vlogging to assess their speaking skill. The problem such as the environment was not conducive and their voice could not be heard because of noisy environment. Two participants got some problems as the environment was not conducive, and the sound was not heard on the video. It could be seen on the statement of the second participant said that "Not conducive environment is my difficulty when talking in Vlog" (P2.9). The fourth participant also stated that "When doing a vlog my voice is not heard on video because of the noisy environment" (P4.7).

This statement was related to Ounis (2017) who stated that the difficulties related to the assessment of the students' speaking performance though the use of technology comprises the difficulty in handling or in implementing the use of multimedia or digital devices. Based on the researcher's experience there were many technical problems when Vlogging such as the environment was crowded, many noisy sounds in the video, the camera being error, and full of memory capacity.

The benefits for the students in doing Vlogging to assess their speaking skill.

Based on the interview results, there are some benefits for the students in doing Vlogging to assess their speaking skill at ELED in an Islamic private university in Yogyakarta. There were six benefits obtained by the students such as improving speaking fluency, increasing vocabulary,

improving pronunciation, improving grammar, improving self-confidence, increasing motivation to speak.

Improving speaking fluency. The first benefit in Vlog for the students, it can improve speaking skill. The first participant stated that “Vlog can improve my speaking skill for it is an authentic material” (P1.14). The statement was also supported by the third participant who mentioned that “Vlog can improve my speaking skill because I can practice my speaking skill in outside the classroom and Vlogging is not noticed by many people” (P3.1). The last statement from the fourth participant, he mentioned that “In my opinion, vlog can facilitate my speaking skill because I can practice my speaking a lot” (P4.1). The three participants believed that if Vlog can improve their speaking skill.

Based on the data above, the participants believed that Vlog can improve their speaking skill and also as a media to facilitate their speaking skill. Rahmawati, Harmanto, and Indriastuti (2018) stated that Vlogging can increase students' speaking skill and also make students became more confident and active to practice speaking English using vlog. According to Sun (as cited in Maulidah, 2017, p.14), Vlog can encourage students to increase their speaking skill. In daily activity, the role of Vlog was also as social media that is really common used by the students. They preferred to use it to express their ideas, feelings and activities.

Increasing vocabulary. The second benefit in Vlogging was vocabulary increase. As shown in their answers, the first participant stated that “The benefit that I get from Vlog is being able to add new vocabulary” (P1.1). The second participant mentioned that “My vocabulary increases when I do vlog” (P2.4). The third participant also argued that “Vlogs can increase new vocabulary which they do not know before” (P3.2a). There were three participants who agreed if their vocabulary was increased when they did a Vlog in the new place.

Based on the data above, the participants agreed that if Vlog can increase vocabulary. The statement above was in line with Watkins and Wilkins (2011) who confirmed that Vlogging can appropriate for the students to help students increase mastery of new vocabulary and grammar, reduce shyness while bolstering confidence, and develop fluency. The researcher also agreed with this statement, when the participants did the Vlog and created content for the Vlog, there were many vocabularies that the researcher does not know before, after making content for the Vlog, the researcher got many new vocabularies.

Improving pronunciation. The third benefit in Vlogging for the students was the improvement of pronunciation. The first participant stated that “My pronunciation was improved when I made the Vlog” (P1.2). The second participant also argued that “Making vlog content can improve my pronunciation” (P2.1). In the same line, the third participant mentioned that “Vlog can improve my pronunciation from wrong to correct” (P3.3). The three participants mentioned that their pronunciation could be improved because in making a Vlog they demand to know how to pronounce the word correctly.

Watkins and Wilkins (as cited in Saiful, 2019, p.76) stated that Vlog could improve students’ conversation, listening, and pronunciation skills because students can get additional practice as well as a personal demonstration that English oral communication practice can be undertaken independently with good benefit.

Improving grammar. The fourth benefit is Vlog also can give another benefit for the students such as increase grammar. The first participant argued that “Vlog can improve grammar such as stress and intonation” (P1.3). The second participant also stated that “Vlog can improve my grammar abilities” (P2.2). The two participants believed that their grammar increase after did

Vlog because they have to know how to use grammar correctly when they want to make a script and speaking in the Vlog.

All the answers above were in line with Watkins and Wilkins (2011) who confirmed that Vlogging can be appropriate for the students to help students increase mastery of new vocabulary and grammar, reduce shyness while bolstering confidence, and developing fluency. In the Vlog, we must to know what grammar that should be used.

Improving self-confidence. The fifth benefit from the interview result is that Vlog improving self-confidence. All participants agreed that Vlog could improve their self-confidence. It could be seen on the statement of the first participant saying that “The impact after doing a vlog can improve the confidence to speak” (P1.7). To support the statement, the second participant mentioned that “Vlog can improve my confidence to speak in front of many people” (P2.6). The third participant argued that “Vlog can improve my confidence to speak English” (P3.4) and “Vlog can mentally train me to speak in public” (P3.11). The fourth participant also stated that “Vlogs can increase confidence to speak” (P4.3). All participants agreed that Vlog could increase their self-confidence to speak because they have to speak in front of many people in the tourist attraction.

Those statements were supported by Sun (as cited in Maulidah, 2017, p.14) who stated that Vlogging and social media have close relation and related to each other. It impacts psychologically to the students when they prepare their performance. The students will perform their best performance for presentation in the vlog and they are required to be more confident.

Increasing motivation to speak. The last benefit that found from interview result is Vlog also can increase motivation of the students. As shown on the first participant, she stated “Vlog can increase my motivation to speak better because I can know my speaking performances

and I can assess my speaking performances after watching the video” (P1.8). The participant argued that if Vlog can improve her motivation to speak better. Vlog can increase motivation to speak because in Vlog we can know our speaking performances and we can assess our speaking performances.

Based on the data above, it was clear that the first participant perceived that she felt that vlog was able to increase her motivation to speak better. According to Sari (2017), Vlog can make students gradually be more motivated and confident to speak in the class using English. In the same line, Sun (as cited in Maulidah, 2017, p.14)) mentioned that Vlog will encourage students to increase their speaking skill. In daily activity, the role of Vlog is also as social media that is really common used by the students. They prefer to use it to express their ideas, feelings and activities.