

Students' Experiences on Being Assessed through Vlog

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Abstract

Vlog can be used as a media in teaching and learning activities. Also, Vlog can be used to assess students' speaking skill. The aims of this research are only focused on knowing the problems and the benefits of Vlogging at tourism subject based on students' viewpoints in the university. This research used descriptive research to know about the problems that faced by the students and the benefits for the students related with the use of Vlog to assess students' speaking skill. For data collection method, interview was done to four students who had some experiences in Vlogging especially in Vlog task from the tourism subject that they took and they already pass the vlog task and tourism subject. As a result, there are seven findings related to students' problem such as pronunciation, grammar, vocabulary, talking spontaneously problem, delivering an organized speech, lack of self-confident problem and technical problem. In addition, there are five findings related to the benefits for the students such as such as encourage to speak, increasing vocabulary, improving pronunciation, improving grammar, improving self-confidence, and increasing motivation to speak.

Keyword: speaking skill, speaking assessment, vlog, descriptive research, problems in vlogging, benefits of vlogging

Introduction

As one of skills of communication, speaking skill is an important part to be mastered by the students. Bashir, Azeem, and Dogar (2011) stated that speaking seems to be the essential skill in learning English because it is a tool in communication with worldwide people in a social context. If students want to communicate or interact with a foreigner in different countries, they have to be able to speak English as a tool in communication.

Speaking also is an action to express ideas or information in a spoken form. According to Iman (2017), speaking is a process of communication between speakers and listeners in which they share and receive the information. In communication, the speaking skill is also important for the language learners to interact with others. Moreover, Tahery and Mirarab (2015) stated that speaking describes the action to give information or expressing ideas or thoughts in spoken language. In this context, when we speak, we deliver a message to each other. If students want to express their ideas, to give information or other activities, they have to be able to speak English. The students also must work hard in learning English if they want to have fluency in speaking English especially for students in non-English speaking countries.

In language learning, there are a number of factors related to speaking skills which should be considered for effective English speaking performance. The

important factors to be emphasized in building fluency and accuracy for the students are pronunciation, vocabulary, and collocations (Skehan, as cited in Yahay & Kheirzadeh, 2015, p.39). According to Tuan and Mai (2015), in learning English, the accuracy is an aspect to have a good speaking proficiency. Accuracy in speaking is needed for the ideas or thoughts being talked understandably to other people. Fluency, on the other hand, is the ability to communicate to produce it effortlessly. Based on Mohammadi and Enayati (2018), fluency in speaking is a goal for English learners to communicate in English and the aim is to prepare themselves for academic and other purposes. Therefore, in order to have an effective English speaking performance, students have to have a good accuracy and fluency in speaking.

To measure and know the progress of the learning of speaking, speaking assessment is needed. Speaking assessment is a process to measure the students' ability in speaking. Students' success in speaking assessment will depend on the students' performance, so they will be serious enough to develop their speaking skills (Matin, 2012). In this context teachers should know students' progress in speaking, and should make a judgment for students to measure the speaking ability. Evaluation is important because it can help teachers to know the effectiveness of the test and also the students can find out the extent to which they have successfully followed the lessons given by the teacher.

Based on the researcher's experience as a student in English Language Education Department in an Islamic university in Yogyakarta, one among many ways to assess speaking that students found interesting is Vlog making. Vlog is a video

blog post that authors post information about a topic such as tips, tutorial or tourist attraction. In that university, the students will get this assessment if they take tourism subject. In this assessment, students are required to make a Vlog in pairs. The students have to record themselves in a video and describe in English about one of tourist attractions in Yogyakarta. Then, the students have to edit the video as creative as possible and upload it on YouTube. Content, pronunciation, and fluency are the components marked in this assessment.

Based on preliminary interview, many students find that the assessment is fun because they can go to one of tourist attractions in Yogyakarta. The students can get real experiences because they can practice their ability in Vlogging to explain the tourist attraction. They can also practice and improve their speaking skill.

Additionally, the videos can be watched not only by fellow students but also by everyone in the world. However, the students faced difficulties in making a good speech for the Vlog. Despite this fact many students still found the speaking assessment is fun. Therefore, the researcher found it interesting to investigate about the use of Vlog to assess students' speaking skill.

So, this research has three purposes. There are:

1. To find out the problems faced by the students in doing Vlogging assessment to Assess their speaking skill.
2. To find out the benefits for the students in doing Vlogging assessment to assess their speaking skill.

Literature Review

Speaking is defined as the process of producing sounds. According to Tuan and Mai (2015), speaking is the important skill to say words orally, to communicate as by talking, to make a request and to make a speech. Within this context, speaking is the human's ability to express ideas or information themselves orally, accurately, and appropriately in order to get meaningful context. Moreover, speaking constructs people's ability to organize the message and start to say something. Hence, speaking is the most important part in communication.

As one of communication skills, speaking skill is an important part to be mastered by the students. Bashir, Azeem, and Dogar (2011) stated that speaking seems to be an essential skill in learning English because it is a tool in communication with worldwide people in social context. Related to their statement, Khan (2013) mentioned that speaking is as a process involving a true communication of ideas, information or feelings. To sum up, speaking is the way to deliver what we say to what we see, feel, and think to other people. Hence, the students also found some problems in speaking class.

There are some problems commonly faced by students in speaking class. Ur (as cited in Hosni, 2014, p.23) argued that speaking in language learning have four problems; there are inhibition, nothing to say, low or uneven participation and mother tongue. Also, to know the ability of the student in speaking, speaking assessment is needed.

Speaking assessment is an assessment to measure the speaking ability of the students. The students also can get benefit from the assessment such as they will know what should be improved based on the result that they will get from the teachers. Valkonen stated that their assessment should benefit the students by giving them something concrete and developing feedback on what they can improve in their performance (as cited in Ounis, 2017, p.97). There are five basic types of speaking such as imitative, intensive, responsive, interactive, and extensive (Brown, 2003).

Speaking is probably one of the most difficult skills to test because it combines skills that may have little or no correlation with each other, and which do not do well to objective testing. In every speaking performance there are several challenges experienced by students (Zhang & Burry-Stockas as cited in Ounis, 2017). In the present study, there are some problems comprise the following such as anxiety, less knowledge, performance conditions and difficulties in technology.

According to Mustard (2015) authentic assessment is an assessment in which students are asked to perform tasks in real-world and to help students to relate their learning content to meaningful situations that are relevant to students' live. In other words, this form of assessment determines students' learning in a manner that goes beyond multiple choice tests and quizzes. Also, authentic assessment means the students conduct to do the assessment or tasks and they can implement their skills in real world (Mueller, 2014). There are some types of authentic assessment. According to O'Malley and Pierce (2019) argued that types of authentic assessment have eight types; oral interviews, story or test retelling, writing samples, project/exhibitions,

experiments/demonstrations, constructed-response items, teacher observations, portfolios.

There are some examples of authentic assessment. According to Rutherford and Slade (2018), there are thirteen examples of authentic assessment; conduct a research and writing report, character analysis, student debates, drawing and writing about a story or chapter, experiments, journal entries, discussion in pairs or groups, student self-assessment, peer assessment and evaluation, presentations, projects, portfolios, tiered learning classrooms. One of the example of authentic assessment is Vlog.

Vlog is a video blog. To people who made Vlog is called a Vlogger. Vlog can be a tool to learn English specially to improve speaking skill and also a tool for speaking assessment to measure the ability of the students in speaking English. Sari (2017) argued that Vlog is created by creating a video of yourself or an event, uploading the Vlog into internet and publishing it within a post on your blog or channel. In addition, Vlog it as a site in which authors posts stories and or information about a certain topic in the form of video such as to promote tourist attraction, tips, tutorial, information, and daily lives. In doing Vlog, there are a lot of benefits and challenges for the students.

A Vlog defines as the video component that provides a series of online broadcasts which is allowing everyone to create and post content and considers it as video collections that serve both as an audiovisual life documentary and as a vehicle

for communication. Vlog is also known as a form of blogging which the main medium is video, short for video blogging.

Taking into account the process of Vlogging, there are some significances that can be obtained to the students to enhance their speaking skill. Sun (as cited in Maulidah, 2017, p.14) claims several significances as impact of Vlogging. Those are; encouraging students to speak, encouraging students to be more confident, giving more taking time, facilitating autonomous learning, vlog use authentic assessment.

Methodology

This research used qualitative approach. Qualitative approach was chosen because this research aims to explore and understand the meaning of individuals or groups ascribe to a social or human problem. According to Creswell (2012), the characteristic of qualitative approach is the research process of exploring a problem and developing a detailed understanding of a central phenomenon. Therefore, the used of qualitative approach enabled the researcher to know the trends or phenomenon and emphasized in-depth information which was related to this research in order to gain richer information for this research. Besides, by applying qualitative approach, the researcher could discover rich information by observing the phenomenon experience by the participants.

This research was conducted through a descriptive qualitative design. As Sugiyono (2013) mentioned, descriptive research is a research used to describe the phenomenon, symptom, condition which use qualitative or quantitative. The researcher used descriptive method to know deeply about one object or phenomenon

and to investigate the circumstances, conditions, or other things, the results are presented in the form of research reports. Descriptive method was chosen because the researcher needs rich information and deep information by the participants who involve collecting data in order to answer the research questions formulated in the problem statement. As a descriptive study, it was eliciting the use of Vlog to assess students' speaking skill based on their point of view. According to Lambert and Lambert (2012), descriptive qualitative study focuses on discovering the nature of the specific events under study. The goal of descriptive research is to describe a phenomenon and its characteristics. Another reason the researcher used descriptive qualitative design was to define it as a research design which discovered the phenomenon of a particular situation.

The participants of this research were the students in an English Language Education Department of an Islamic private university in Yogyakarta batch 2016 who already took a tourism class. The researcher required some criteria to choose the participants. Firstly, they had some experiences in Vlogging especially in Vlog task from the tourism subject that they took. This criterion was chosen because the researcher believes that if the participants already took tourism subject, the researcher was possible to get valid data based on the research problem. Besides, if the participants have experience in Vlogging especially in tourism subject, they can provide necessary information to answer the research question. Therefore, the researcher can get the data which are reliable, specific and not ambiguous. Secondly, the participants already pass the vlog task and tourism subject because they had

experienced on made a Vlog. This is also crucial criteria that should be considered by the researcher. By considering this criterion, it means that the participants of this research are qualified.

In addition, the total of the participants of this research was four students; there were three female participants and one male participant. The researcher believed that four participants were enough to get deeper data. Also, the researcher has analyzed and given label as a pseudonym to the answer of each participant based on the questions given. The researcher gave pseudonym to the participants such as *Biru* as a participant 1, *Merah* as a participant 2, *Putih* as a participant 3, and *Hitam* as a participant 4.

Findings

The findings showed seven problems and six benefits from students' experience on being assessed through Vlog. They are as follows:

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

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.

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.

Conclusion

Vlogging is one of assessment in tourism subject and also as a media for the students to assess their speaking skill at English Language Education Department in an Islamic private university in Yogyakarta. This research was designed to know about the problems faced by the students and the benefits for the students related with the use of Vlog to assess students' speaking skill. Those discussions were discussed based on the students' perception at ELED in an Islamic private university in Yogyakarta. During the Vlogging, the students had some problems and also benefits. This could be seen through preliminary interview of the researcher with some students who took Vlogging assessment.

This research used qualitative approach and conducted through a descriptive qualitative design. For research setting, this research was conducted in an English Language Education Department in an Islamic private university in Yogyakarta. The participants of this research were four students in an English Language Education Department of one Islamic private university in Yogyakarta batch 2016 who already took tourism subject. In addition, the total of the participants were three women and one man. The researcher used interview as the data collection technique. In addition, it could be seen by the result of interview four students from the department. To conclude the result of this research, the researcher presents the conclusion below:

Firstly, the finding discovers that the problems faced by the students in doing Vlogging to assess their speaking skill for ELED in an 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.

Secondly, the findings talked about the benefits for the students in doing Vlogging to assess their speaking skill for ELED in one of Islamic private university in Yogyakarta. There are six benefits received by the students such as improving speaking fluency, increasing vocabulary, improving pronunciation, improving grammar, improving self-confidence, increasing motivation to speak.

Recommendations

After the finding has been showed, the researcher proposes some recommendation with this research. The recommendations are addressed to lecturers, students and the future researchers. Thus, those suggestions are described as follow:

Lecturers. The lecturers should pay more attention on their preparation before Vlogging. Based on this research, it is very important for students to be well-prepared before conducting the Vlogging. The researcher recommends lecturers to help the students prepare the Vlogging in order to help them to get the satisfying video results. The researcher also suggests lecturers to help them face the problems and challenges in preparation.

Students. This research provides the information about the problems faced by the students in doing Vlogging to assess their speaking skill and also the benefits for the students in doing Vlogging to assess their speaking skill. After knowing the

problems and the benefits, the researcher recommends students to do well preparation before Vlogging because it will help students talk to be more organized, prepare well the content, improve confidence and overcome nervousness. In addition, by reading this research, students should be aware the problems that they will face when Vlogging.

Future researchers. The researcher hopes that this research can be useful as the references for further researchers who will conduct the research with similar area of the study. This research contains several discussions about the use of vlog to assess students' speaking skill, so the future researchers are recommended to conduct the research with the other discussion and other context. Thus, the finding of the research might be more various.