Making an English Vlog Project: Students' Perceptions and their Problems

Tira Nur Fitria
Institut Teknologi Bisnis AAS Indonesia, Surakarta Central Java
tiranurfitria@gmail.com

Abstract

Vlogging can help language learners to practice and improve their speaking skills. The objectives of the research are to explore the non-English students' perception and their problems of making an "English Vlog" project at ITB AAS Indonesia in the academic year 2020/2021. This research applies the quantitative method. The analysis shows that most students strongly agree that speaking is the most challenging skill. But, they agree that the English vlog is an interesting and fun task in English class in making them dare to speak in English. The topic/theme of "My Description" is interesting. Before, most students prepare a draft before recording an English vlog and prepare by writing an Indonesian draft first. They do the exercises repeatedly to get the best result with more than five times in making an English vlog. But, the students also face problems in making English vlogs. Most students having difficulty in grammar when speaking English. Most students use a phone in recording their vlogs and they do not use additional devices when recording English vlogs. The audio and video quality on their device affects their vlog quality. Besides, most students have technical problems in light conditions. They are easily distracted by their surroundings, lose concentration, feeling bored, feeling insecure when recording a vlog in front of the camera, and fear when making mistakes during speaking English. Through this vlogging, the students can improve their speaking skills in a more fun way, practice expressing themselves, increase self-confidence, and follow trends in the digital era.

INTRODUCTION

Speaking skill is one of the skills that students must master when learning English. It is considered the most challenging of four skills which involved complex processes (Usó-Juan & Martínez-Flor, 2008). This skill requires students to be able to express what is on their minds not only through writing but also verbally. The problem faced by the writer as an English teacher while teaching speaking skills is the passivity of students. Almost all students feel insecure to communicate or even only to issue one or two sentences using English. Conley, (2013, p. 176) states that speaking is a skill that requires coordinated action to practice more. It is important to teach "speaking" and the English instructor continues to teach speaking as a further repetition of an activity or text/dialogue memorization. Today's environment, however, demands that the purpose of teaching expression should strengthen students' communication skills, and only in this manner can students articulate themselves and understand how to obey the necessary social and cultural rules in all communication.

Any of the exercises that can strengthen speech skills are listed thus and they can be introduced directly in the classroom while teaching second language learners how to speak in the best possible way. For that, educators must build an atmosphere in the classroom where students have real-life contact, legitimate activities, and practical assignments that strengthen their English speaking skills. This may arise as learners cooperate to accomplish an indicator or complete a task in groups. To teach speaking, the researcher has analyzed some previous

research that states vlogging media to train students in communicating by using English while training their self-confidence. If we pay attention at this time, Youtube and vlog are very popular keywords.

One of the methods that the writer practices for teaching language are by performing recorded in short videos. In simple terms, learners make vlogs with various themes or topics. Of course, the theme or topic is adjusted to the learner's language level. Vlogs, which are defined as video blogs, have certainly been popular for a long time.

Vlog comes from the words "video and" blog ". In the past, we only knew blogs, as a means of a web application for writing, then the current trend has shifted to a more modern way through vlogs. Simpson & Greenfield (2007, p. 191) state that video blogging employs video documentary, interview, podcasting, journalism, diary, and streaming. A vlog is a short clip containing the thoughts and opinions of the creator or vlogger (Clarkson, 2016, p. 10). While, according to (Hiam, 2014), vlogs take their name from blogs, being the video equivalent. Essentially, the objective of a vlog is to regularly deliver quality either in the form of useful information or entertainment (Chan, 2015). Kaminsky (2010) defines that video blogging as a dynamic medium that transforms the way we connect in a communication. While, Daniels (2015) states that the art of the video blog is often called "vlogging", "vidding", or "vidblogging". According to Bryant, (2006, p. 15), Videoblogging, video blog, vlog, vblog, vodcast, and video podcasting are all terms that describe the same thing. Video blogs consist of a single entity speaking in front of a camera and are filmed in casual contexts to give the viewer an idea. (Ronzhin et al., 2015, p. 97).

Vlogs contain video documentation about daily life, hobbies, travel, opinions, and other content. Creating a vlog starts with planning because it is this planning that will determine the outcome. Vlogs are beginning to show their existence as a medium used in learning activities. Vlogs are also coming into more widespread use in listening and speaking practice (Hanson-Smith & Rilling, 2006, p. 191). Vlog is a learning method that is not always focused on results, but rather a more important process.

In the process of making vlogs, learners compile conversations that must match good and correct pronunciation and grammar. Having good pronunciation is important, but having correct grammar also is important in English speaking (Fitria, 2018, 2019a & 2020). Furthermore, in the recording process, learners will speak without reading the text. Through this process, the learners have no other choice but to memorize the text. Besides, learners are also expected not to be rigid in front of the camera because they are also required to act naturally. Therefore, there are four advantages in this learning process, namely preparing the text, speaking according to correct pronunciation, memorizing the text, and behaving naturally as a native speaker of the target language. Here, the students are expected to obtain expertise in functional video development for disabled learners (Baylen & D'Alba, 2015, p. 177). In the video blog project, students are expected to capture and display themselves along with their opinions on the subject or questions assigned.

Dressman & Sadler (2019) state that the act of vlogging helps language learners to improve speech skills. To keep the viewers and the use of a camera, a vlog in a foreign language requires a daily speaking output. Oral speech is mostly reserved for instructional reasons in a classroom atmosphere and is a somewhat artificial practice (not spontaneous). Learners talk in front of an audience inclined to test them on a subject that has been presented to them, and the presentation is then judged by the teacher. Owing to time constraints, this task is also uncommon and challenging to execute. A vlog's environment allows students/learners to have a forum to express themselves to produce a vlog.

Some previous studies also have been conducted related to English video blogs (vlog). The first research is written by Muzakki (2019) entitled "Students' Perception of the Use Vlog in Improving Students' Speaking Skill Senior High School at Solihuddin School

Songkhlaa Thailand". The goal of this study is to find out the views of students on the use of vlogs in developing the speaking skills of students at Senior High School. The second research is written by Safitri & Khoiriyah (2017) entitled "Students' Perceptions of the Use of English Vlog (Video Blog) to Enhance Speaking Skill". This research aimed to learn how the perspective of students on the use of English Vlogs to improve speaking skills and to study what the technique of students to use English Vlogs to improve speaking skills was. The third research is written by Abkary et al. (2018) entitled "Students' Experience in Using English Vlog and Their Speaking Fluency: A Case Study of EFL Speaking Classroom at the State Islamic University in Bandung". The goal of this analysis is to: 1) to figure out the success of the students in the vlog, and 2) to show the change in the fluency of students speaking before and after making the vlog. The fourth research is written entitled "Students' Perspective on the Use of Vlog Media for Speaking Class at SMK Negeri 01 Pagerwojo". The goal of the study was to explore the viewpoint of students on the use of vlog media at SMK Negeri 01 Pagerwojo for speaking class. The percentage result for each is determined by the index range. The fourth research is written by Taqwa & Sandi (2019) entitled "Students' Experiences of Using Vlog to Learn English". This study aims to explore the perspectives of EFL students using vlogs as one of the technology items to learn English.

Regarding some previous studies above, it shows similarities and differences with this research. The five studies discuss the English vlog and concerns to the students' perception, students' experience, and students' perspective toward the implementation of teacher's media in using English Vlog as media for teaching English speaking. But, in the difference, this research discusses the students' perception related to their difficulty during making or producing English vlogs as an English project. Therefore, this research is to explore the students' perception of making an "English Vlog" project (A study of non-English students at ITB AAS Indonesia in Academic Year 2020/2021).

RESEARCH METHOD

This research applies the quantitative descriptive method. The use of this quantitative descriptive method is harmonized research that researches phenomena in the form of research results in the form of numbers have meaning. Descriptive research may use statistics or numbers (usually percentages) to describe data (Glanz, 2014). In this research, the research present then describes the data based on the questionnaire in the form of numbers or percentages.

In collecting data, the researcher uses a questionnaire. A questionnaire is a set of questions written in advance of their administration (Conway, 2004, p. 1). The researcher uses the form of an online questionnaire by using Google Form. The answer that given to this form are collected on a Google spreadsheet or called Google sheet (Rebiere & Rebiere, 2019). The respondents (students) can complete the questionnaire electronically, and the result can be seen by the researcher (Gratton & Jones, 2010, p. 127). As stated by (Khan, 2011), the questionnaire method is widely used for collecting data because of the limitation in the observation method. Here, the researcher takes a sample of non-English students at ITB AAS Indonesia in Academic Year 2020/2021 especially the first semester students. Some students are involved in fulfilling the online questionnaire. Besides the questionnaire, the research also uses interviews with several students at ITB AAS Indonesia related to making an English vlog project.

Regarding data analysis with descriptive statistics, here the researcher pays attention first to the type of data. Here the researcher has data taken from the results of the questionnaire, therefore the data presentation that can be done is to find the percentage. After

that, explain the results of the percentage obtained and look for the percentage that dominates the answers from the questionnaire.

RESULTS

This research is to investigate the non-English students' perception of making an "English Vlog" project at ITB AAS Indonesia in Academic Year 2020/2021. In these findings, the research reduces data, finds the important points related to the findings. Then, the researcher displays it into tables and writes the chart's result descriptively. Based on the findings from an online questionnaire, the researcher finds some data results, as follow:

Table 1. Students' Perception Toward Speaking Skill and English Vlog (1)

No	Statement	Indicator		
		Strongly Agree	**Agree**	**Disagree**
1.	Speaking is the most difficult skills in English	65 (54.6 %)	40 (33.6 %)	14 (11.8 5)
2.	Making an English Vlog is an interesting and fun task in English class	34 (28.6 %)	77 (64.7 %)	8 (6.7 %)

The result of 1st questionnaire shows that from 119 responses, there are 65 responses or 54.6 % said 'strongly agree', 40 responses said 'agree', and 14 responses or 11.8 % said 'disagree'. The most response of the students is 'strongly agree' that speaking is the most difficult skill in English. These findings also supported by the result of an interview with the students related to English speaking skill, as follow:

> "*Kalau Bahasa Inggris kan ada 4 skill yang biasanya dipelajari. Dari 4 skill itu, menurut aku speaking itu yang paling sulit. Soalnya tulisan di Bahasa Inggris kalau dibaca kadang beda. Jadi tulisan dan cara bacanya beda, jadi aku sering bingung mau ngucapin*". (In English, there are 4 skills that are usually learned. Of the 4 skills, in my opinion speaking is the most difficult. It's because the writing in English is sometimes different when you read it. So the writing and reading are different, so I'm often confused about what to say (Student A)

> *Menurut aku, speaking skill itu susah banget. Aku harus banyak hafalin kosakata, soalnya kalau mau bicara bahasa inggris harus banyak hafal kosakata*. (In my opinion, speaking skill is very difficult. I have to memorize a lot of vocabulary, because if you want to speak English, you have to memorize a lot of vocabulary (Student B)

> *Reading itu sulit, listening itu sulit, writing itu sulit, tapi speaking paling sulit. Aku orangnya pemalu, jadi kalau mau bicara Bahasa Inggris itu aku malu, bingung mau bicara apa. Terus, aku mikir bagaimana susunan kalimat pas bicara. Apa aku juga harus menurut grammar atau yang penting aku bicara saja dalam bahasa Inggris tanpa grammar.* (Reading is difficult, listening is difficult, writing is difficult, but speaking is the most difficult. I'm a shy person, so when I want to speak English, I'm shy, confused about what to say. Then, I thought about how to arrange the sentences when I spoke. Do I also have to follow the grammar of what is important I just speak in English without grammar (Student C)

Based on the result of the interview above, it shows that speaking is a difficult skill because several students' opinions such as 1) writing in English is sometimes different when we read or pronounce it, 2) speaking skill is very difficult because we have to memorize a lot of vocabulary, 3) confusing about how to arrange the sentences because English speaking has to follow the grammar. These opinions support the result of a questionnaire that speaking skill is difficult in English.

The result of 2nd questionnaire shows that from 119 responses, there are 34 responses or 28.6 % said 'strongly agree', 77 responses said 'agree', and 8 responses or 6.7 % said 'disagree'. The most response of the students is 'agree' that creating an English Vlog is an interesting and fun task in English class. These findings are also supported by the result of an interview with the students related to making an English vlog project, as follow:

> *Ini pertama kalinya aku buat vlog bahasa Inggris. Aku bisa belajar buat vlog kaya YouTuber, meski aku tahu speakingku nggak bagus kaya mereka. Tapi aku punya pengalaman, nanti aku bisa buat yang lebih baik lagi sambil belajar speaking bahasa Inggris.* (This is my first time making an English vlog. I can learn to make vlogs like YouTubers, even though I know my speaking is not as good as them. But I have experience, later I can do better while learning English speaking) (Student A)

> *Membuat vlog bahasa Inggris itu seru dan menyenangkan ya, meski aku juga harus banyak belajar. Tapi, project ini bisa jadi pengalaman yang tak terlupakan.* Making English vlogs is fun and enjoyable, even though I also have a lot to learn. However, this project can be an unforgettable experience (Student B)

> *Projek English vlog ini banyak manfaatnya. Aku bisa belajar buat ngomong dalam Bahasa Inggris meski didepan kamera. Aku jadi tahu kemampuan bahasa Inggrisku, dan aku siap mengasah kemampuanku khususnya dalam bicara Bahasa Inggris.* (This English vlog project has many benefits. I can learn to speak in English even in front of the camera. I know my English skills, and I am ready to hone my skills especially in speaking English. (Student C)

While other results of the questionnaire show several findings, as follow:
1. Making English Vlog makes the students dare to speak in English.
    The result of the questionnaire shows that from 119 responses, there are 112 responses or 94.1 % said 'yes, and only 7 responses or 5.9 % said 'no'. It can be said that the students are 'agree' that making English Vlog makes the students dare to speak in English.
2. Feeling the theme/topic in the English Vlog about "My Description" is interesting.
    The result of the questionnaire shows that from 119 responses, there are 118 responses or 99.2 % said 'yes, and only 1 response or 0.8 % said 'no'. It can be said that the students feeling the topic/theme in English Vlog about "My Description" is interesting and fun.
3. Making preparations by drafting the English Vlog before starting to record the English vlog video.
    The result of the questionnaire shows that from 119 responses, there are 115 responses or 96.6 % said 'yes, and only 4 responses or 3.4 % said 'no'. It can be said that the students making preparations by making a draft of the English Vlog before starting to record the English vlog video.
4. Creating a previously created type of English Vlog draft
    The result of the questionnaire shows that from 119 responses, there are 76 responses or 63.9 % said 'writing Indonesian draft", and 43 responses or 36.1 % said 'writing English draft'. It can be said that the students prepare by writing an Indonesian draft then translating it into English.
5. Having experience in making any vlogs before
    The result of the questionnaire shows that from 119 responses, there are 112 responses or 94.1 % said 'yes, and only 7 responses or 5.9 % said 'no. It can be said that the students having experience in making any vlogs before

6. Doing the exercises repeatedly when starting English Vlog to get the best result

The result of the questionnaire shows that from 119 responses, there are 59 responses or 49.6 % said 'yes, and 60 responses or 50.4% said 'no. It can be said that the students doing the exercises repeatedly when starting an English vlog to get the best result.

Related to how many exercises when making English Vlog recording, there is a finding as follow:

Table 2. Number of Exercices in Making English Vlog Project

Indicator					
1 Time	2 Times	3 Times	4 Times	5 Times	More Than 5 Times
7 responses	18 responses	28 responses	11 responses	12 responses	43 responses
5.9 %	15.1 %	23.5 %	9.2 %	10.1 %	36.1 %

The table above shows that from 119 responses, there are 7 responses or 5.9 % said 'one time', 18 responses or 15.1 % said 'two times', 28 responses or 23.5 % said 'three times, 11 responses or 9.2 % said 'four times, 12 responses or 10.1 % said 'five times, and 43 responses or 36.1 % said 'more than five times. It can be said that the students doing the exercises more than five times in making an English vlog.

In making English vlog project, there are several types of device used when recording the English Vlog as follow:

Table 3. Types of Devices in Making English Vlog Project

Indicator		
Handphone	Handycam	Camera
117 responses	1 response	1 response
98.3 %	0.8 %	0.8 %

The table above shows that from 119 responses, there are 117 responses or 98.3 % said 'handphone', and 1 response or 0.8 % said 'Handycam', and 1 response or 0.8 % said 'camera'. It can be said that the type of device used by the students when recording the English Vlog is using handphone for recording.

There are other findings related to the students' device during making English vlog project, as follows:

1. The video quality on the device affects your English vlog

The result of the questionnaire shows that from 119 responses, there are 87 responses or 73.1 % said 'yes, and 32 responses or 26.9 % said 'no. It can be said that according to the students' perception, the video quality on the device affects their English vlog.

2. The audio and video quality on the device affects your English vlog

The result of the questionnaire shows that from 119 responses, there are 102 responses or 85.7 % said 'yes, and 17 responses or 14.3 % said 'no. It can be said that according to the students' perception, the audio quality on the device affects their English vlog. While related to the video quality, the result of the questionnaire shows that from 119 responses, there are 35 responses or 29.4 % said 'yes' and 84 responses or 70.6 % said 'no. It can be said that mostly the students use additional devices when recording English vlogs.

3. Which do you prefer to do the English Vlog assignment?

The result of the questionnaire shows that from 119 responses, there are 78 responses or 65.5 % said 'individual', 24 responses or 20.2 % said 'in pairs' and 17 responses said

'group (3 people or more)'. It can be said that most students prefer doing the English vlog assignment individually.

There are several technical problems experienced by students when doing English Vlog, for example, low battery device, the device suddenly turns off, light conditions, other obstacles, and there are no technical problems as follow:

Table 4. Students' Technical Problems in Making English Vlog Project

Indicator				
Low battery device	**The device suddenly turns off**	**Light conditions**	**Other obstacles**	**There is no technical problem**
11 responses	15 responses	67 responses	19 responses	27 responses
9.2 %	12.6 %	56.3 %	15.2 %	22.7 %

The table above shows that from 119 responses, there are 11 responses, or 9.2 % said 'low battery device', 15 responses, or 12.6 % said 'device suddenly turn off. 67 responses or 56.3 % said 'light conditions', 19 responses or 15.2 % said 'other obstacles', and 27 responses or 22.7 % said 'there is no technical problem'. It can be said that most students have a technical problem in light conditions.

Besides technical problems, the students also experience other difficulties related to English speaking such as English accent, vocabulary, pronunciation, intonation, grammar, other difficulties, and no difficulty, as follow:

Table 5. Students' Difficulties in Speaking Skill During English Vlog Project

Indicator						
Accent	**Vocabulary**	**Pronunciation**	**Intonation**	**Grammar**	**Other difficulties**	**No difficulty**
32 responses	33 responses	91 responses	25 responses	42 responses	1 response	1 response
26.9 %	27.7 %	76.5 %	21 %	35.3 %	0.8 %	0.8 %

The result of the questionnaire shows that from 119 responses, there are 32 responses or 26.9% said 'accent', 33 responses or 27.7 % said 'vocabulary', 91 responses or 76.5 % said 'pronunciation', 25 responses, or 21 % said 'intonation', 42 responses or 35.3 % said 'grammar', 1 response or 0.8 % said 'other difficulty', and 1 response or 0.8 % said 'there is no difficulty. It can be said that most students having difficulty in creating an English vlog in the aspect of grammar.

There are also found several other students' difficulties in making an English vlog project, as follow:

Table 6. Other Students' Difficulties in Making English Vlog Project

No	Questions	Indicator	
		Yes	**No**
18	Easily distracted by the surroundings when recording English vlog	97 responses (81.5 %)	22 responses (18.5 %)
19.	Easily lose concentration when making English vlog	75 responses (63 %)	44 responses (37 %)
20.	Feeling boredom when making English vlog	15 responses (12.6 %)	104 responses (87.4 %)

21.	Feeling insecure when making an English vlog in front of the camera	74 responses (62.2 %)	45 responses (37.8 %)
22.	Feeling fear when making mistakes during making/recording English vlog	81 responses (68.1 %)	38 responses (31.9 %)

The table above shows that there are 119 responses. In number 18, there are 97 responses or 81.5 % said 'yes, and 22 responses or 18.5 % said 'no. It can be said that mostly the students are easily distracted by the surroundings when recording English vlogs. In number 19, there are 75 responses or 63 % said 'yes' and 44 responses or 37 % said 'no. It can be said that most students easily lose concentration when starting to do an English vlog. In number, 20 there are 15 responses or 12.6 % said 'yes, and 104 responses or 87.4 % said 'no. It can be said that the students feeling bored when making an English vlog.   In number 21, there are 74 responses or 62.2 % said 'yes' and 45 responses or 37.8 % said 'no. It can be said that the students feeling insecure when making English vlogs in front of the camera. The last, in number 22, there are 81 responses or 68.1 % said 'yes' and 38 responses or 31.9 % said 'no. It can be said that the students feeling fear when making mistakes during making or recording English vlogs.

Discussion

There are many methods of learning or teaching speaking English that can be practiced by teachers and students. From conventional methods to the latest, many have also been done since previous ago. It can be said that the method does determine the quality of learning and teaching. We see the method as effective and not by the results of someone who can master a certain level of English. Conventional methods may increasingly be displaced by more innovative methods because learners are millennials or even generation Z. This generation is in an age of digital convenience, so it is no surprise that someone can speak a foreign language only through online learning or with an app on their device. Students can speak English because they are used to listening to watching movies, watching videos on YouTube, playing games, watching memes, listening to the radio, listening to podcasts, and so on. One method that the writer practices for teaching language are an English vlog, coupled with having students work on a project to speak English which is recorded in a short video. In simple terms, learners create vlogs with various or predetermined themes/topics. Of course, the theme or topic is adjusted to the learner's language level. Vlogs, which are defined as video blogs, have certainly been popular for a long time.

Vlogs contain video documentation about daily life, hobbies, travel, opinions, and other content. Creating a vlog starts with planning because it is this planning that will determine the outcome. Vlogs as a learning method are not necessarily focused on results, but rather a more important process. As stated by (Leccese & Lanson, 2015, p. 123), "if you don't have a video camera, use your phone". Students can start vlogging and they don't have to use expensive cameras. They try to use basic equipment such as cameras on mobile phones. Nowadays technology is very advanced and students must have a good quality camera on their cellphone. At first, it might feel awkward to record their selves in front of the camera. It takes time to practice becoming a master. Students record several videos of themselves to review and study. Students also write scripts for the video if this helps them feel more confident.

Vlogging is a form of activity using video as a tool for devices such as mobile phones with cameras, digital cameras that can capture video, or cheap cameras fitted with microphones that are simple assets for video blogging operations, over the use of text or audio as a media source. Through the English vog assignment, students speak English like vlogging on predetermined topics. The students are expected to have the confidence to

communicate in English. Students can use grammar, vocabulary, and language skills to communicate in English. Vlogs can be a means of channeling ideas, creativity, practicing speaking skills, and students' confidence.

In the process of making a vlog, students are required to arrange conversations that must match good and correct pronunciation and grammar. Furthermore, in the recording process, students will speak with or without reading the English text. Through this process, the learners have no other choice but to memorize the text. Besides, students are also expected not to be stiff in front of the camera because they are also required to act naturally.

Through the English vlog assignment, students speak English like vlogging on predetermined topics. The students are expected to have the confidence to communicate in English (spoken). Students can use grammar, vocabulary, and language skills to communicate simply in English. The determined topic is "My Description" or "Introduction Myself" or "My Self-description". This topic includes descriptive text by using simple present tense (Fitria, 2019b). As in Indonesian, self-introduction in English concerns matters related to personal data. Matters that can be introduced are matters relating to personal data, such as full name, nickname, age, place of birth, origin, residential address, school/college, occupation, workplace, school, class, hobbies, family, and so forth. But of course, it is all returned to each student, which personal data other people can and need to know in their English vlog. This vlog theme is a learning medium for simple present tense material because it is appropriate to train students to master speaking skills. Therefore, there are four advantages in this learning process, namely preparing the text, speaking according to correct pronunciation, memorizing the text, and behaving naturally as a native speaker of the target language. The author tries to practice this method with non-English students with a free or determined theme. Because there are too many language learning themes, teachers and learners can decide for themselves according to their references or interesting things according to their environment and experience.

Based on the analysis of the questionnaire, it is found that: 1) most students are 'strongly agree' that speaking is the most difficult skill in English. 2) most students 'agree' that creating an English Vlog is an interesting and fun task in English class. 3) most students are 'agree' that making English Vlogs makes the students dare to speak in English. 4) most students feeling the topic/theme in English Vlog about "My Description" is interesting and fun. 5) most students making preparations by making a draft of the English Vlog before starting to record the English vlog video. 6) most students prepare by writing an Indonesian draft then translating it into English. 7) most students have experience in making any vlogs before. 8) most students do the exercises repeatedly when making/recording an English vlog to get the best result. 9) most students do the exercises more than five times in making/recording an English vlog. 10) the type of device used by the students when recording the English Vlog by using a handphone for recording.11) based on the students' perception, the video quality on the device affects their English vlog. 12) based on the students' perception, the audio quality on the device also affects their English vlog. 13) most students do not use additional devices when recording English vlogs. 14) most students do not upload English vlog results to their social media account. 15) most students prefer making the English vlog assignment individually than in pairs, or groups (more than 3 people). 16) most students have technical problems in light conditions. 17) most students having difficulty in making an English vlog in the aspect of grammar. 18) most students are easily distracted by their surroundings when recording English vlogs. 19) most students easily lose concentration when starting to do an English vlog. 20) most students feeling bored when making an English vlog. 21) most of the students feeling insecure when making English vlogs in front of the camera. 22) Most of the students feeling fear when making mistakes during making or recording an English vlog.

Several objectives of making English vlogs, including developing participant skills in presenting ideas and explaining procedures for making or operating something in English, as well as increasing participants' confidence through making a vlog. Through English Vlog, students can choose an interesting 'explainer video' topic and define their target audience. Participants can determine the structure of the Vlog content, create a Storyboard, and a Vlog Script. Students can deliver an introductory speech regarding video content with the right phrasing and delivery style that suits the target audience. Students can explain the procedure for making or operating something according to the selected topic (main content). Students can deliver closing speeches regarding video content with correct English well.

CONCLUSION

There are several students' perceptions and problems in making an English vlog project, they are: 1) speaking is the most difficult skill in English. 2) creating an English Vlog is an interesting and fun task in English class. 3) making English Vlogs makes the students dare to speak in English. 4) the topic/theme in English Vlog about "My Description" is interesting and fun. Before doing English vlog project, the students prepare by making a draft of the English Vlog before starting to record the English vlog video, writing an Indonesian draft then translating it into English, doing the exercises repeatedly when making/recording an English vlog to get the best result, doing the exercises more than five times in making/recording an English vlog. In this type of device, the students use a handphone for recording the English Vlog. But, video and audio quality on the device affects their English vlog. They also do not use additional devices when recording English vlogs. They prefer making the English vlog assignment individually than in pairs, or groups (more than 3 people). In making an English vlog project, the students face several problems, such as technical problems in light conditions, being easily distracted by their surroundings when recording English vlogs, easily losing concentration when starting to do an English vlog, feeling bored when making an English vlog, feeling insecure when making English vlogs in front of the camera, feeling fear when making mistakes during making or recording an English vlog. The students also have difficulty in grammar during making an English vlog.

REFERENCES

Abkary, N. S., Kurniawati, N., & Muhtar, S. N. (2018). *Students' Experience in Using English Vlog and Their Speaking Fluency: A Case Study of EFL Speaking Classroom at the State Islamic University in Bandung* [Diploma, UIn Sunan Gunung Djati Bandung]. http://digilib.uinsgd.ac.id/16186/

Baylen, D. M., & D'Alba, A. (2015). *Essentials of Teaching and Integrating Visual and Media Literacy: Visualizing Learning*. Springer.

Bryant, S. C. (2006). *Videoblogging For Dummies*. John Wiley & Sons.

Chan, W. (2015). *Video Marketing Excellence: Secrets to Bring Countless Visitors to Your Offer*. Lulu Press, Inc.

Clarkson, S. (2016). *Vlog On!* Scholastic UK.

Conley, D. T. (2013). *Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know*. John Wiley & Sons.

Conway, M. (2004). *Collecting Data with Electronic Tools*. American Society for Training and Development.

Daniels, N. (2015). *Video Blogging Cash System: The Ultimate Video Blogging Profit Plan*. BookRix.

Dressman, M., & Sadler, R. W. (2019). *The Handbook of Informal Language Learning*. John Wiley & Sons.

Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ELS Journal on Interdisciplinary Studies in Humanities*, *1*(3), 240–251. https://doi.org/10.34050/els-jish.v1i3.5028

Fitria, T. N. (2019a). Errors in Students' Writing Composition in Simple Present Tense "MY DAILY ACTIVITY." *EDULANGUE*, *2*(1), 47–62. https://doi.org/10.20414/edulangue.v2i1.318

Fitria, T. N. (2019b). Students' Error Analysis in Writing English Composition of 'My Self Description.' *Proceeding SENDI_U*, 453–460. https://www.unisbank.ac.id/ojs/index.php/sendi_u/article/view/7328

Fitria, T. N. (2020). Error Analysis Found in Students' Writing Composition in Simple Past Tense of Recount Text. *ENGLISH FRANCA : Academic Journal of English Language and Education*, *4*(2), 141–160. https://doi.org/10.29240/ef.v4i2.1154

Glanz, D. J. (2014). *Action Research: An Educational Leader's Guide to School Improvement*. Rowman & Littlefield.

Gratton, C., & Jones, I. (2010). *Research Methods for Sports Studies*. Taylor & Francis.

Hanson-Smith, E., & Rilling, S. (2006). *Learning Languages Through Technology*. Teachers of English to Speakers of Other Languages.

Hiam, A. (2014). *Marketing For Dummies*. John Wiley & Sons.

Kaminsky, M. S. (2010). *Naked Lens - Video Blogging and Video Journaling to Reclaim the YOU in YouTube: How to Use Online Video to Increase Self Expression, Enhance Creativity, and Join the Video Regeneration*. Organik Media Incorporated.

Khan, J. A. (2011). *Research Methodology*. APH Publishing.

Leccese, M., & Lanson, J. (2015). *The Elements of Blogging: Expanding the Conversation of Journalism*. CRC Press.

Muzakki, A. F. (2019). Students' Perception of the Use Vlog in Improving Students' Speaking Skill Senior High School at Solihuddin School, Songkhlaa, Thailand. *The 1stBogor English Student and Teacher (BEST) Conference 2019*, *1*, 4.

Rebiere, O., & Rebiere, C. (2019). *Use Google forms for evaluation: Google forms and quizzes as effective educational tools*. Rebiere.

Ronzhin, A., Potapova, R., & Fakotakis, N. (2015). *Speech and Computer: 17th International Conference, SPECOM 2015, Athens, Greece, September 20-24, 2015, Proceedings*. Springer.

Safitri, N. S., & Khoiriyah, I. (2017). *Students' Perceptions of the Use of English Vlog (Video Blog) to Enhance Speaking Skill*. 8.

Simpson, W., & Greenfield, H. A. (2007). *IPTV and Internet Video: New Markets in Television Broadcasting*. Taylor & Francis.

Taqwa, A., & Sandi, V. N. (2019). Students' Experiences of Using Vlog to Learn English. *Journal of Foreign Language Teaching and Learning*, *4*(1), 1–13. https://doi.org/10.18196/ftl.4134

Usó-Juan, E., & Martínez-Flor, A. (2008). *Current Trends in the Development and Teaching of the four Language Skills*. Walter de Gruyter.