

ABSTRACT

Nabila Saniya Abkary, 1142040077. Students' Experience in Making English Vlog and Their Speaking Fluency (A Case Study at the Fourth Semester Students of EFL Speaking Classroom of State Islamic University Sunan Gunung Djati Bandung) in the Academic Year 2017/2018.

Nowadays, there have been a number of strategies for students to learn speaking both in and outside the classroom. The development of technology leads students to have many resources to learn English both inside the class or even in daily communication. Therefore, the technology may help students to enhance their speaking skill through E-Learning media. In this paper, the authors tried to reveal students' experience in making an English vlog to enhance their speaking skills.

Specifically, the purposes of this research are: 1) to find out the process of making the vlog made by students. 2) to find out the students' performance in the vlog. 3) to reveal the improvement of students' speaking fluency before and after making the vlog.

The research used a qualitative method, particularly a case study. The researcher used the case study to research this case because it focuses on analyzing data in the process of making the vlog and need to be explored in every phase. The use of this method is concerned to explore the students' experience of making English vlog and their speaking fluency, while the data came from the students', observation, and Audio-visual material and interview. The participants of this research were six students chosen based on their speaking achievement. Two students were from a high level of speaking achievement, two students were from a middle level of speaking achievement and two students were from a low level of speaking achievement. The research was carried out at the State Islamic University in Bandung.

Based on the result of data analysis, it can be concluded in three important points. First, regarding the process, making English vlog inside and outside the classroom done by students are different. This happened because the process inside the classroom was spontaneous. Meanwhile, outside the classroom, there is no limited time, they are free to choose the content and prepare all the stuff they need. Second, the students' experience in making English vlog can increase speaking skill, as can be seen from the students' performance score in every vlog. Third, the students' speaking fluency through the English vlog tends to increase. This increase is occurred in test 1 and tests 2 of speaking.

Therefore, it is recommended that (1) teachers apply videoblogging process in teaching students speaking; (2) to promote students' learning motivation, it is important to give students chance to develop their own ideas and share the ideas in their personal videoblog (vlog); and (3) future researchers may conduct the same kind of research with different sample and condition.