YOUTUBE VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC

SPEAKING

A THESIS

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WIDYA MANDALA CATHOLIC UNIVERSITY

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YOUTUBE **VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC SPEAKING**

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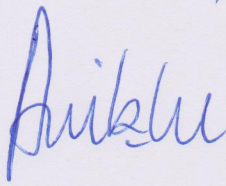**WIDYA MANDALA CATHOLIC UNIVERSITY**

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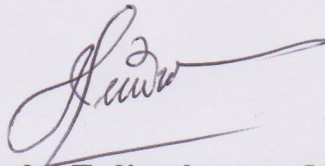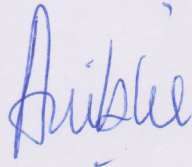by the Thesis Board of Examiners.

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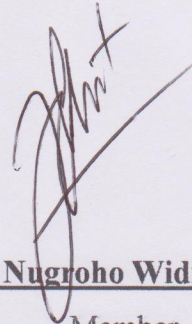by the Thesis Board of Examiners on July 11th, 2019.

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Abstract

This study explored the use of *YouTube* video blogging to promote self-regulation in an *English for Public Speaking* class. The self-regulation includes four essential components namely planning, monitoring the plans, controlling and changing the plans, and reflecting on the works. Furthermore, the investigation was to determine what self-regulation improvement has developed through *YouTube* vlogging and how *YouTube* vlogging can improve students' self-regulation. The research method was a Classroom Action Research. To obtain the data, Self-Regulation Questionnaires in the Pre-Survey and Post-Survey, students' journal entries, and semi-structured interviews were employed as the instruments. Then, the data were analyzed using Quantitative and Qualitative approaches. The data analyses results show that participants improve their self-regulation. The improvement can be seen from the results of the Post-Survey compared to Pre-Survey and the second students' journal entries compared to the first students' journal entries. Furthermore, the results of semi-structured interviews reveal that the improvement was caused by the process of *YouTube* vlogging creation.

> *Keywords:* *YouTube* vlogging, self-regulation, *English for Public Speaking*

YOUTUBE VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC
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Acknowledgements

YOUTUBE VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC SPEAKING

Table of Contents

YOUTUBE VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC SPEAKING

Appendix A The results of Pre and Post Survey

Appendix B The results of Students' Journal Entries

Appendix C Self-regulation Students' Worksheet

Appendix D The result of Semi-Structured Interview

Appendix E Photo Documentation of Research Activities

List of Tables

List of Figures