

**STUDENTS' PERCEPTIONS OF VLOGGING TASK AS LEARNING MEDIA IN
STUDENTS' SPEAKING SKILLS**

THESIS



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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

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MEDIA IN STUDENTS' SPEAKING SKILLS**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*



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FACULTY OF EDUCATION AND TEACHER TRAINING
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MALANG**

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STUDENTS' PERCEPTIONS OF VLOGGING TASK AS LEARNING
MEDIA IN STUDENTS' SPEAKING SKILLS
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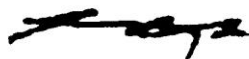


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STUDENTS' PERCEPTIONS OF VLOGGING TASK AS LEARNING
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Appendix : -

The Honorable,
To the Dean of Faculty of Education and Teaching Training
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Assalammu'alaikum Wr. Wb

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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, October 12th, 2023

The Researcher,



A. Ramadhan Ajijaya

NIM. 19180071

MOTTO

“No pleasure except after exhaustion”

DEDICATION

This thesis is proudly dedicated to:

My forever heroes, my beloved parents

Friends I met

All people who somehow inspired me to keep learning

ACKNOWLEDGMENT

In the name of Allah, the Most Gracious, the Most Merciful

All praise be to our God, Allah SWT, who has given the Taufik, grace, and guidance so that the researcher can finish this thesis with the title, "*Students' Perceptions of Vlogging Task as Learning Media in Students' Speaking Skills*" as the final assignment as one of requirement in the undergraduate program (S1) majoring in English Education degree. Then, Sholawat to the Prophet Muhammad SAW, who has guided us from the darkness to the brightness of Dinul Islam.

Following that, the author would only finish this thesis with many people's help, support, and advice. Therefore, the author wants to show her sincere gratitude, appreciation, and thanks to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Education and Teacher Training.
3. Prof. Dr. H. Langgeng Budianto, M. Pd., is the Head of the Department of English Education, and Maslihatul Bisriyah, M. TESOL is the Secretary of the Department of English Education.
4. Dian Arsitades Wiranegara, M.Pd as an advisor who has patiently directed, guided, and provided input during the work of this thesis.
5. All of the lecturers in the English Education Department majority for their valuable knowledge and inspiration that they have shared.
6. His beloved parents and siblings who prayed and supported him.

7. All students of special program of English lecture who have taken the time to help me conduct research and collect data, thank you for cooperating.
8. His friends who always help and accompany from survey, collecting data, dissertation preparation to completion. Thank you for being a supportive friend.
9. His friends in the English Education Department (FASTCO'19) cannot be mentioned one by one. May God love, blesses, and guide them all.

Finally, the author recognizes that this thesis still has many things that could be improved. The author is willing to accept a suggestion from various parties. Therefore, the author hopes that this thesis can be helpful to every people who read it.

Malang, October 12th 2023



Akhmad Ramadhan Ajjaya

NIM. 19180071

TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphaet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	“	ء	=	”
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) vowel	=	â
Long (i) vowel	=	î
Long (u) vowel	=	û

C. Diphthong Vowel

وَأ	=	aw
يَأ	=	ay
وَأ	=	û
يَأ	=	î

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ABSTRACT

Ajjaya, Akhmad Ramadhan. 2023. Students' Perceptions of Vlogging Task as Learning Media in Students' Speaking Skills, Thesis, English Education Department, Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang, Advisor: Dian Arsitades Wiranegara, M. Pd.

Keywords: Student Perception, Vlog, Speaking Skill

English is the most frequently spoken in the world and is used in various contexts. The English language connects people through communication via the internet, which connects people around the world. The internet currently has a vital role in various aspects, one of them is in education. In the educational field, the internet brings many advantages to English language skills acquisition (writing, reading, listening, and speaking). Speaking skill is one of the critical skill to be mastered by English learners. Speaking skill plays a significant role in human life as a human is a social creature that requires communication to maintain their lives.

Meanwhile, day by day, human improve their ways of communicating through the variety of languages among nations. In addition, English is currently the most used language by people worldwide. Thus, it is highly suggested to learn the English language for students. In order to improve students' ability to master English, the Language Development Center at Maulana Malik Ibrahim State Islamic University established a special program of English lectures to address their concerns about the students' lack of master English language. Nowadays, the teaching and learning process involves technology; one example is using vlog assignments as learning media to focus on students' speaking skills. Vlogs are defined as platforms that are shared in audio and video format and discuss specific topics, which are considered convenient for teaching and learning. This research aims to discover the students' perceptions about using vlogs as learning media in their speaking skills and their advantages and disadvantages. This research conducted a questionnaire and interview as the data collection technique. This qualitative descriptive research involved 27 students of a particular program of English lecture held by Maulana Malik Ibrahim State Islamic University Malang.

The result showed that students mostly agreed that using vlogs positively impacts their process of English language learning. There are numerous positive impacts that the use of vlogs brought in the process of English language learning, such as flexibility in time, providing a platform for expressing ideas, enhancing students' creativity in multimedia, and increasing awareness of the use of technology. On the contrary, this research also revealed some other perceptions that argued the disadvantages of using vlogs as learning media, such as the low quality of voices and the comparison of the use of vlogs and traditional teaching and learning methods, which some students consider difficult.

ABSTRAK

Ajjaya, Akhmad Ramadhan. 2023. Persepsi Mahasiswa Terhadap Tugas Vlogging Sebagai Media Pembelajaran pada Keterampilan Berbicara Siswa, Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Pembimbing : Dian Arsitades Wiranegara, M.Pd.

Kata Kunci: Persepsi Siswa, Vlog, Keterampilan Berbicara

Bahasa Inggris adalah bahasa yang paling sering digunakan di dunia dan digunakan dalam berbagai konteks. Bahasa Inggris menghubungkan orang-orang melalui komunikasi melalui internet, yang menghubungkan orang-orang di seluruh dunia. Internet saat ini mempunyai peranan yang vital dalam berbagai aspek, salah satunya dalam bidang pendidikan. Di bidang pendidikan, internet memberikan banyak manfaat bagi perolehan keterampilan berbahasa Inggris (menulis, membaca, mendengarkan, dan berbicara). Keterampilan berbicara merupakan salah satu keterampilan penting yang harus dikuasai oleh pembelajar bahasa Inggris. Keterampilan berbicara mempunyai peranan yang sangat penting dalam kehidupan manusia karena manusia merupakan makhluk sosial yang memerlukan komunikasi untuk mempertahankan hidupnya.

Saat ini merupakan bahasa Inggris adalah bahasa yang paling banyak digunakan oleh orang-orang di seluruh dunia. Oleh karena itu, sangat disarankan untuk mempelajari bahasa Inggris bagi pelajar. Dalam rangka meningkatkan kemampuan mahasiswa dalam menguasai bahasa Inggris, Pusat Pengembangan Bahasa Universitas Islam Negeri Maulana Malik Ibrahim mengadakan program khusus perkuliahan bahasa Inggris untuk mengatasi kekhawatiran mereka akan kurangnya penguasaan bahasa Inggris mahasiswa. Saat ini, proses belajar mengajar melibatkan teknologi; salah satu contohnya adalah penggunaan tugas vlog sebagai media pembelajaran untuk fokus pada keterampilan berbicara siswa. Vlog didefinisikan sebagai platform yang dibagikan dalam format audio dan video dan mendiskusikan topik tertentu, yang dianggap nyaman untuk proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan vlog sebagai media pembelajaran dalam keterampilan berbicara serta kelebihan dan kekurangannya. Penelitian ini menggunakan kuesioner dan wawancara sebagai teknik pengumpulan data. Penelitian deskriptif kualitatif ini melibatkan 27 mahasiswa program khusus perkuliahan Bahasa Inggris yang diadakan oleh Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Hasil penelitian menunjukkan bahwa sebagian besar siswa setuju bahwa penggunaan vlog berdampak positif pada proses pembelajaran bahasa Inggris mereka. Ada banyak dampak positif yang ditimbulkan oleh penggunaan vlog dalam proses pembelajaran bahasa Inggris, seperti fleksibilitas waktu, memberikan wadah untuk menuangkan ide, meningkatkan kreativitas siswa dalam multimedia, dan meningkatkan kesadaran penggunaan teknologi. Sebaliknya, penelitian ini juga mengungkap beberapa persepsi lain yang mengemukakan kelemahan penggunaan vlog sebagai media pembelajaran, seperti rendahnya kualitas suara dan perbandingan penggunaan vlog dengan metode belajar mengajar tradisional yang dianggap sulit oleh sebagian siswa.

مستخلص البحث

أجيجايا، أحمد رمضان. 2023. تصورات الطلاب لمهمة تدوين الفيديو كوسائط تعليمية في مهارات التحدث لدى الطلاب ، الرسالة ، قسم تعليم اللغة الإنجليزية ، كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج ، المستشار: ديان أرسيتاديس وبرانيجارا ، ماجستير في الطب.

الكلمات الدالة: تصور الطالب ، مدونة الفيديو ، مهارة التحدث

اللغة الإنجليزية هي الأكثر استخداما في العالم وتستخدم في سياقات مختلفة. تربط اللغة الإنجليزية الناس من خلال التواصل عبر الإنترنت ، مما يربط الناس في جميع أنحاء العالم. يلعب الإنترنت حاليا دورا حيويا في جوانب مختلفة ، أحدها في التعليم. في المجال التعليمي ، يجلب الإنترنت العديد من المزايا لاكتساب مهارات اللغة الإنجليزية (الكتابة والقراءة والاستماع والتحدث). مهارة التحدث هي واحدة من المهارات الحاسمة التي يجب أن يتقنها متعلمو اللغة الإنجليزية. تلعب مهارة التحدث دورا مهما في حياة الإنسان حيث أن الإنسان مخلوق اجتماعي يتطلب التواصل للحفاظ على حياته.

وفي الوقت نفسه ، يوما بعد يوم ، يحسن الإنسان طرقه في التواصل من خلال مجموعة متنوعة من اللغات بين الأمم. بالإضافة إلى ذلك ، تعد اللغة الإنجليزية حاليا اللغة الأكثر استخداما من قبل الناس في جميع أنحاء العالم. وبالتالي ، يقترح بشدة تعلم اللغة الإنجليزية للطلاب. من أجل تحسين قدرة الطلاب على إتقان اللغة الإنجليزية ، أنشأ مركز تطوير اللغة في جامعة مولانا مالك إبراهيم الإسلامية الحكومية برنامجا خاصا لمحاضرات اللغة الإنجليزية لمعالجة مخاوفهم بشأن افتقار الطلاب إلى إتقان اللغة الإنجليزية. في الوقت الحاضر ، تتضمن عملية التعليم والتعلم التكنولوجيا. أحد الأمثلة على ذلك هو استخدام مهام مدونة الفيديو كوسائط تعليمية للتركيز على مهارات التحدث لدى الطلاب. يتم تعريف مدونات الفيديو على أنها منصات يتم مشاركتها بتنسيق صوتي ومرئي وتناقش موضوعات محددة ، والتي تعتبر ملائمة للتعليم والتعلم. يهدف هذا البحث إلى اكتشاف تصورات الطلاب حول استخدام مدونات الفيديو كوسائط تعليمية في مهارات التحدث لديهم ومزاياها وعيوبها. أجرى هذا البحث استبيانا ومقابلة كتنقية لجمع البيانات. شارك في هذا البحث الوصفي النوعي 27 طالبا من برنامج معين لمحاضرة اللغة الإنجليزية عقدته جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

أظهرت النتيجة أن الطلاب اتفقوا في الغالب على أن استخدام مدونات الفيديو يؤثر بشكل إيجابي على عملية تعلم اللغة الإنجليزية. هناك العديد من الآثار الإيجابية التي أحدثها استخدام مدونات الفيديو في عملية تعلم اللغة الإنجليزية ، مثل المرونة في الوقت ، وتوفير منصة للتعبير عن الأفكار ، وتعزيز إبداع الطلاب في الوسائط المتعددة ، وزيادة الوعي باستخدام التكنولوجيا. على العكس من ذلك ، كشف هذا البحث أيضا عن بعض التصورات الأخرى التي جادلت بعيوب استخدام مدونات الفيديو كوسائط تعليمية ، مثل انخفاض جودة الأصوات ومقارنة استخدام مدونات الفيديو وطرق التدريس والتعلم التقليدية ، والتي يعتبرها بعض الطلاب صعبة.

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research questions, objectives of the research, significance of the research, limitations of the research, and definitions of the key terms.

1.1 Background of The Research

English is the language most frequently spoken in the world and is used in a variety of contexts, it is currently regarded as a global language. As Rao (2019) stated that English was mostly used in formal agendas such as scientific research, business, commercials, entertainment, and education. The English language has a role to connect people through communication via the internet which connects people around the world. The Internet is a platform for people to share cultures, knowledge, and problems, or to express feelings and emotions through pictures, words, or speech. Thus, since English is the most widely used language worldwide, most people tend to learn English through various platforms, one of them is by utilizing the presence of technology. This statement is in line with Arias et al. (2022) who stated that the presence of multimedia have supported the learning experiences for students to achieve the goals in English language acquisition.

In English language acquisition, there are 4 major skills to be mastered; reading, listening, writing, and speaking. Meanwhile, speaking skill plays a major role in human socializing. According to Adawiyah (2022), most activities are done by humans through socializing. Socializing helps people to

gather with other people who have the same interests so they can help each other by giving opinions or even speeches. For humans, speaking is an individual's most required social skill to fulfill their needs with other another human. Thus, humans are considered social beings as they need to socialize instead of living in an isolation.

According to the religious aspect, speaking has a major role in socializing among people. Humans are social beings that require others to help them. It is highly suggested that they preserve their relationship by uttering good words and sharing good thoughts.

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا بَيْنَ أَخَوِيكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

“Believers are brothers. Therefore make peace (repair relations) among your brothers and fear Allah, so that may receive mercy” (QS. Al-Hujurat:10)

From the verse, it can be revealed that humans require other humans to assist with their activity due to the limit of each human capability. Communication or speaking is the least that humans can do to maintain their relationships with other humans. Referring to this verse of the Qur'an, this research focused on students' perceptions of vlogging task as learning media in students speaking skills.

Meanwhile, humans are divided into numerous different nations as time passes. This phenomenon made humans divided into races that have their own ways to communicate and cultures. Celik and Yildiz (2019) stated that in general, the terms of culture are divided into two; the first belongs to artworks or literature made by society and the second one belongs to behavioral forms of society such

as beliefs, manners, and ways of thinking. Thus, language belongs to culture and both are inseparable. When people learn more languages other than their own mother tongue means people also obtain more knowledge and a wider network. Meanwhile, the English language at present is the global language frequently used. Thus, it is relevant for people to learn a foreign language to keep up with the dynamic changes in this current era.

In order to improve students' ability in mastering a foreign language, the Maulana Malik Ibrahim State Islamic University of Malang established a language development center. The Language Development Center is a unit that implements foreign language learning for the academic community of students at Maulana Malik Ibrahim State Islamic University of Malang. Language Development Center focused on teaching Arabic and English to all new students in Maulana Malik Ibrahim State Islamic University of Malang from various faculties and departments intensively. The concern about students' lacking ability in these two languages is the main reason for establishing the Language Development Center at Maulana Malik Ibrahim State Islamic University. As time passes, the process of teaching and learning in the special program of English lecture is always improving. It has been proven by involving technology such as internet in the process of teaching and learning in special program of English lecture or what people used to call it as PKPBI that stands for Program Khusus Pengembangan Bahasa Inggris.

Currently, some classes of PKPBI has been utilizing technology in the process of teaching and learning, specifically the internet that perceived eases the process of teaching and learning. Furthermore, the internet's existence has also

made the teaching and learning process more adaptable and accessible remotely. This statement is in line with Singh and Thurman (2019) who stated that internet access allows students to learn by themselves outside of their learning schedule, to socialize with teachers, or to discuss with their friends. The Internet has provided various platforms to learn, communicate, share, read, entertain, and do any other activity that can be held online. According to Miangah and Nezarat (2012), the internet currently supports numerous activities that most people can access easily through their mobile phones. Furthermore, according to Indrastana and Rinda (2021), using Mobile Assisted Language Learning (MALL) as part of the technology involvement in the teaching and learning process has successfully reached the learning outcomes.

Suprpto (2021) stated that the presence of technology has important in the current teaching and learning process. Thus, it is suggested to involve technology in the process teaching and learning since technology brings more benefits, especially in language teaching and learning. Furthermore, Baskara (2017) argued that the use of vlogs is an example of utilizing technology for conducting the learning and teaching process. Vlog is a suitable platform for students to present their thoughts in a form that involves audio and video. Additionally, Ong, Swanto, and Alsaqqaf (2020) stated that a vlog is a form of reflective learning in teaching English.

Vlog is an abbreviation of video blogging and is defined as sharing information to the public in video form. People used to use vlogs for reporting an event, reviewing a product, sharing a tutorial guide, or simply talking about certain topics. Vlog was first introduced in the year 2000 and started becoming

popular in 2005. The popularity usage of vlogs was caused by the presence of YouTube. In the teaching and learning process, vlogs are commonly used as media for learning speaking skills. Apparently, the use of vlogs is able to be applied in the process of teaching and learning. According to Niron (2020), vlogs can attract students' interest in their learning. It is because learning involves multimedia technology and social media. Additionally, vlogs can cope with students' anxiety and their unconfidence about speaking in public. It has been stated by Setyana (2022) that anxiety is a serious issue that exists in public speaking, especially in English. They felt ashamed to speak due to their fear of making mistakes in pronunciation in English. Also, Leong and Ahmadi (2017) added that having less confidence and higher anxiety leads to difficulties in learning speaking skills.

Meanwhile, according to Gani (2015), speaking is a challenging skill to be mastered for students. The reason is that students have to construct their words, know the appropriate vocabulary and how to pronounce the words they choose, have the ability to speak fluently and arrange their ideas in purpose to make listeners understand their speeches. Additionally, Brown (2004) added that in the aspect of mastering English speaking skills, students have to learn 3 different components; accuracy, fluency, and comprehensibility.

According to Heriansyah (2012), sometimes students struggle to master their English speaking abilities, such as their low capability in expressing their ideas and their lack of capability in vocabulary, pronunciation, and grammar. In addition, it requires more time than just in the class to master English speaking skills. However, by the use of vlogs as learning media, the process of teaching and

learning would be more efficient as vlogs are convenient for English language learning, especially in speaking skill acquisition. It has been proven by Lestari (2019) who stated that the use of vlogs as learning media helps students in improving their speaking skills due to its advantages that support them to reach their needs in educational field.

The use of vlogs in education was purposed to value the success of students' English speaking skills. Vlog was used as an assessment to evaluate students' English speaking skills. Alek et al. (2020) argued that by using vlogs as an assessment, students are able to discover their development progress in learning English, especially in the aspect of speaking skills.

Referring to some previous researches, vlogs have been found involved in the teaching and learning process. The first research was arranged by Buono et al. (2022) who presented research with the title "Vlogging: Its Impact on Learning". This research revealed that utilizing vlogs for learning has various benefits such as boosting confidence, enhancing creativity, awareness of technology, and flexibility of learning. Therefore, utilizing vlogs on learning is a form of a better quality shift in education. It is supported by Parker and Igielnik (2020) that current students were part of Gen Z who are familiar and more open with technology and digital natives. Thus, it is suitable for them to learn by involving technology.

The second previous research was presented by Misdi et al. (2021) titled "Vlogs in University EFL Speaking: Students-Teachers Perceptions". The result of this research perceived that using vlogs is related to empowering learners

positively in speaking activities. It presented that vlog is well-known for most people because students and teachers are familiarized with technology such as social media. Additionally, college students as the subject in this research were offered a speaking course from their first year to their second year. This research revealed that vlog has the potential to improve speech and listening abilities. The findings in this research showed that utilizing vlogs in speaking activities is responded to positively by students and teachers.

The third previous research was conducted by Fitria (2022) untitled “Making an English Vlog Project: Students’ Perceptions and their Problems”. the result shows that most students agree that vlogs are quite helping in the process of teaching and learning. Students are also expected to prepare themselves before they record a vlog such as preparing the text, the ability of speaking naturally without any stutters, the ability to speak in correct grammar and pronunciation, having confidence, and basic knowledge about public speaking.

Meanwhile, learning English is important for college students to cope with their future life because the English language is the current global language that plays a dominant part in communication in most sectors of the present world. However, with the presence of technology, everything comes to ease including learning. Currently, people can learn wherever they want to. Besides utilizing technology for learning, technology also provides a platform for learning such as using vlogs as learning media in speaking skills which tends to be convenient for college students.

1.2 Research Questions

Based on the background, this research pinpointed research question below:

1. What are students' perceptions towards the use of vlogs as learning media in students' speaking skills?

1.3 Objectives of The Research

Based on the research question above, this research focused on research objective below:

1. To observe students' perceptions towards the use of vlogs as learning media in students' speaking skills.

1.4 Significance of The Research

This research showed the students' perceptions of the use of vlogs as learning media in students speaking skills

1. For students, this research can be perceived as the knowledge that involving vlogs for improving speaking skills in English learning is convenient due to its flexibility in the use of time and its ease of sharing among teachers and students. In addition, the use of technology such as vlogs in learning is suitable for current students because students are also part of Gen-Z who used to involve technology in their daily activities.
2. For teachers, this research can be perceived as information on how the use of vlogs in learning English affects positively or negatively in students' speaking skills

3. For researchers, this research hopefully gain experience and understanding, especially in the educational field. Furthermore, the researcher may make this research as an asset in future research.

1.5 Limitations of The Research

In this research, the researcher describes and explains students' perceptions of vlogging tasks as learning media students' speaking skills. The subject of this research are students who joined a special program of English Language Development (PKPBI) at one of state islamic univeristy. In this research, research subjects would be distributed some questionnaires and interviews held by the researcher himself.

1.6 Definition of Key Terms

In purpose to prevent misunderstandings, below are some key terms that the researcher describes:

1. **Perception** refers to individuals' interpretations that involve the five senses about certain information. Each individual has different perceptions due to different backgrounds. Meanwhile, perception in this research refers to the students who joined special program of English lecture. To obtain the students' perception in this research, the questionnaire and interview held by the researcher.
2. **Vlogging** refers to a compound of two words; video and blog. Video is form technology that records and transmits numeorus moving images. Meanswhile, blog is a personal platform for people to share or casually discuss about certain topics that shared to public online. Meanwhile, vlog

itself is a certain style of video that shows people sharing, reporting, and reviewing certain objects. Moreover, the use of vlogs in the process of teaching and learning has been occurred in numerous classes, especially in English language learning. The use of vlogs in the process of learning occurred by allowing the students to present certain information that has been selected by the teacher or lecturer. In the process of making a vlog, students have to prepare several things such as deciding the material, making the text, preparing the equipments, training to speak English correctly, showing confidence in front of the camera, and etc.

3. **Speaking skills** refers to one of the four major English skills that a person have to master English language. The speaking skill is an acquired skills that allow people to have the ability to communicate effectively. These skills allow people to convey information verbally that the listener could understand. Speaking itself is a process of sharing ideas which is important for human as social creature. However, the development of human growth has divided human into numerous nations with different language. Currently, English has been considered as the most spoken language in various agendas. Hence, it is highly suggested for students to learn English language, especially in the aspect of speaking ability that can be improved through the process of language teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the research objectives such as the definition of perception, the process of the perception, the definition of vlog, vlogging stages, the definition of speaking, and the components of speaking.

2.1 Perception

Perception is personal interpretation that influenced by various aspects such as individual experiences, cultural backgrounds, and cognitive processes.

2.1.1 The Definition of Perception

Perception is a result of sensing, cognition, and understanding. The process of each person having a perception occurs differently because each human intelligence, creativity, and language are shaped based on adaptations to the place and time we are born and live. Tecumseh et al. (2012) claimed that perception is a process that begins with sensing through stimulus then received by receptors and proceed into an object. Two things that can be described from the statement above are (1) Interpretation is an opinion of a thing and (2) Sensing surroundings, getting certain understandings, and using them as personal information is the process of perception.

Meanwhile, perception in this research refers to individual response through five senses that decide whether someone is agree or disagree since perceptions are divided into two; positive or negative perception. The

perception process is obtained through several stages; selection, organization, and interpretation.

2.1.2 The Process of Perception

According to Qiong (2017), the perception process systematically passes 3 stages:

1) Selection

Various experiences can be perceived from surroundings we heard, accidents we witnessed, names or numbers we encountered, or nature we felt. Our five senses insistently force us to process countless pieces of information. However, not everything is important in our life. Thus, our mind only selects certain pieces of information to keep through a selective process. Commonly, people only keep things in mind everything that they are interested in, familiar, or things that they considered important.

2) Organization

The organization is the next step after selection. Selection means that we organize some information that we keep in our minds. Our mind that was filled with random things then organize things based on certain categorizations such as shape, color, texture, size, etc.

3) Interpretation

Interpretation is the next step after organization. It means that selected things proceed to give meaning since what we selected should be important. We specify things that we keep by giving the interpretation. However, each person has different interpretations due to

different experiences and backgrounds. That is why there is a diversity of perceptions.

2.2 Vlog

Vlog is a fusion between video and blog. It is a form where people share their contents that discuss about certain topics presented in video format.

2.2.1 The Definition of Vlog

Astuti (2021) stated that a vlog is a visual and audio recording that is uploaded publicly on an online sharing platform. Currently, there are likely thousands of videos shared on the internet with hundreds of types of vlogs such as beauty, gaming, travel, cooking tips, lifestyle, fashion, education, etc. The first vlog on YouTube, the most popular video streaming platform was uploaded in April 2005 by an account named Jawed owned by YouTube's co-founder under the title "Me at the zoo" which shows him standing and describing two elephants that stand behind him in a brief time.

The word 'vlog' was a compound of two words; video and blog. Video is a technology that captures, records, and transmits moving images. Meanwhile, the blog is a personal creation that is recorded that discusses or shares a certain topic that frequently updates and distributed to the general public online. Vlog is creating content in the form of audio and visual media that contains people who share, review, report, or casually talk about certain things people like, are interested in, or considered

important to know. Vlogs can be a platform for entertainment, criticism, educational video, etc. In other words, vlogs contain a personal platform to express their ideas or thoughts about certain things.

2.2.2 Vlogging Stage

According to Mandasari and Aminatun (2020), based on time division, vlogging has three stages; before, during, and after vlogging. Each of these stages has its own activities that explained below.

2.2.2.1 Pre-Vlog

a. Conceptualizing

Conceptualizing means students decide what topic to present, gather a bunch of information about the topic they choose, and arrange that information into paragraphs.

b. Brainstorming

Brainstorming means students point to the main concepts and the underlying ideas of the paragraphs that prepared to be used as the narration in their vlog.

2.2.2.2 During-Vlog

a. Articulating

At the start of the during-vlog activity, students could begin by doing some exercises before taking a vlog such as considering the grammar, pronunciation, accent, how to greet the audience at the start of the vlog, body gestures, closing, etc.

b. Monitoring

After recording a vlog, students could do the monitoring which means that they should check the recorded video on purpose to find some mistakes if there are any.

c. Evaluating

In evaluating, students went doing some re-checking and correction in the recording vlog. Some mistakes found are considered as evaluation and students should take another recording to reduce their mistakes in the vlog.

2.2.2.3 After-Vlog

a. Reporting

In this new stage, the process of recording vlogs is considered done and here students report the final result of their recordings to their lecturers or teachers to discuss. Commonly, lecturers or teachers give some feedback about the reported vlog. It is proposed to suggest what is more appropriate for students' vlogs in lecturers' perceptions.

b. Uploading

The final stage of vlogging is uploading. This means that the vlog is completely ready to be watched by people around the world. Students can upload their vlogs to various platforms on the internet such as YouTube, Facebook, Instagram, Twitch, etc.

2.3 Speaking

Speaking refers to the activity about conveying ideas verbally which involves sounds producing and using language. Speaking is crucial aspect that human do for communication.

2.3.1 The Definition of Speaking

Speaking itself is defined as the action of conveying information or expressing thoughts verbally. In the context of second language acquisition, there are 4 skills required; listening, speaking, reading, and writing. Bueno et al (2006) stated that speaking skill is the most difficult skill to learn for language learners. It is because speaking requires numerous aspects to master such as grammar, vocabulary, pronunciation, and fluency. Speaking skill is also considered the most important skill. In addition, Alek et al. (2019) assted that speaking is crucial to people's daily lives. From mastering speaking skills, people possess the ability to express their ideas or emotions. There are numerous activities that require good speaking skills such as storytelling, talking, discussing, expressing, etc.

2.3.2 The Components of Speaking

a) Accuracy

Accuracy in the component of speaking means that someone has the ability to make correct and understandable sentences. Accuracy in speaking involves vocabulary, pronunciation, and grammar. Vocabulary is the most basic need in learning a language. According to Rizqiningsih and Hadi (2019), vocabulary is the knowledge to choose the suitable

diction for a certain moment. Furthermore, the more vocabulary that someone knows, the easier it gets to express their thoughts or feelings. Learning vocabulary means knowing words, their meaning, and the way it's pronounced. Thus, vocabulary is significantly related to pronunciation skills. Pronunciation refers to the way words are pronounced. According to Nurullayevna (2020), pronunciation is the key factor in communication using a foreign language. When we speak a second language, it means we also learn about their culture including the way they speak. If speakers have no knowledge about the way words are pronounced, it might lead to misunderstanding in communication.

Atli and Bergil (2012) stated that pronunciation is a vital part of mastering oral ability in target language. Furthermore, pronunciation involves phonology and grammar. Pronunciation refers to the study of speech sounds of a language. Meanwhile, grammar refers to the structure of language. Grammar is required to understand the way words are rearranged to get a certain meaning. Rizqiningsih & Hadi (2019) stated that the function of grammar is to avoid misunderstanding by arranging words into sentences that are compatible with the context.

b) **Fluency**

Fluency, according to Marzuki (2019) is characterized as having the ability to express or speak with pleasure and without interruption. Fluency is compatible with speaking because fluency means that the speaker has the ability to speak fluently, choose appropriate words right to the context, and give expression. Fluency according to Suzuki and Cosmos

(2020) is defined as the ability to speak fluently with only little pauses or hesitations.

c) **Comprehensibility**

Comprehensibility refers to the listener's perception of understanding the speaker's speech context. According to Rizqiningsih and Hadi (2019), comprehension is about understanding the topic that the speaker shares with the listener. In addition, Ngilamele et al. (2021) state that unlike fluency and accuracy which focus on speaking and the speaker, comprehensibility refers to the term for listener's comprehension of understanding the context of the speaker's speech. Furthermore, comprehensibility compared to accuracy and fluency is quite distinct. While accuracy and fluency are able to be learned by students through learning subjects at school or utilizing technology such as phones and the internet, comprehensibility can only be mastered through numerous practices in listening.

2.4 Previous Research

Referring to some previous researches, vlogs has been involved lately in the process of teaching and learning. The first research was arranged by by Buono et al. (2022) who presented research with the title "Vlogging: Its Impact on Learning". This research was adapting the qualitative research method and the thematic analysis approach which focused on 15 English major students of the Education Department of Aurora State College of Technology in the Philippines. The reason for choosing the research population was reasoned that students were aged

around their twenties which means that they are also part of the Gen Z group who familiarized with the use of technology including vlogs. This reason is also considered one of the requirements in this research sampling. This research revealed that utilizing vlogs for learning has various benefits such as boosting confidence, enhancing creativity, awareness of technology, and flexibility of learning.

The second previous research was presented by Misdi et al. (2021) titled “Vlogs in University EFL Speaking: Students-Teachers Perceptions”. This research took place at the university with English department students and teachers as the object of this research. Furthermore, this research implemented an interview and questionnaire survey through an app named Edmodo. The result of this research perceived that using vlogs is related to empowering learners positively in speaking activities. In this research, it presented that vlog is well-known for most people because students and teachers are familiarized with technology such as social media. Additionally, college students in this research were offered a speaking course from their first year to their second year. This research revealed that vlog has the potential to be a learning media. The findings in this research showed that utilizing vlogs in speaking activities is responded to positively by students and teachers. It stated that learning a speaking skill by using vlogs makes them have self-directed learning that felt suitable for college students even though using vlogs for learning is quite challenging; they have to decide what to present, prepare what is required to make a vlog, and concern the

grammar, pronunciation, and vocabulary in their text of presentation in making a vlog.

The third previous research was conducted by Fitria (2022) untitled “Making an English Vlog Project: Students’ Perceptions and their Problems”. This research took non-English students’ perceptions as the object of the study. Based on the questionnaire, the result shows that students agree that speaking skill is the most difficult skill to learn in English. However, most students agree that vlogs are quite helping in learning English because it is interesting. Meanwhile, in the process of teaching and learning, vlogging is an activity that requires several equipments such as camera for recoding and self-made scripts for speaking preparation. Students are also expected to prepare themselves before they record a vlog such as preparing the text, the ability of speaking naturally without any stutters, the ability to speak in correct grammar and pronunciation, having confidence, and basic knowledge about public speaking.

Referring to these previous researches, the researcher is keen to do research about the students’ perceptions of the vlogging tasks as learning media in students’ speaking skills. The research aims to discover students’ perceptions of the vlogging tasks in a special English learning program held by the language development center at the Maulana Malik Ibrahim State Islamic University of Malang. The subject of this research is non-English college students of the Maulana Malik Ibrahim State Islamic University of Malang who were in the third and fourth semester. The

researcher found certain reasons for choosing the object of this research: Utilizing technology for learning was convenient for college students, the teaching and learning process in the post-pandemic era is getting used to involve technology, current college students are part of Gen Z who using technology in their daily life, including in the learning activity, also the vlogs has been given by the lecture as an assignment for students of special English language program held by Maulana Malik Ibrahim State Islamic University of Malang.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher elaborate the research methodology used in this research as a systematic attempt to answer the research questions that divided into: the research design, the subjects of the research, the research instruments, the data collection, and data analysis.

3.1 Research Design

The researcher choosed the qualitative descriptive method to collect data from the students' perceptions. According to Turale (2020), qualitative descriptive research generally collects simultaneous data and analysis. Qualitative descriptive research focuses on discovering descriptive, informative, structured, subjective, and reported data. The qualitative method is a research method that is purposed to discover individuals' understanding of an event or certain problem. Qualitative research does not rely on numerical data. Instead, qualitative research is integrated into individuals' opinions, beliefs, and attitudes. Thus, qualitative research is descriptive which means the gathered data is presented through words of individuals' expressions or feelings about an event or problem.

According to Kumar (2011), qualitative descriptive research strives to describe a phenomenon, attitude, problem, situation, or condition, or provide certain information based on an actual event. To obtain specific information, the researcher who chooses qualitative descriptive research can choose between gathering information from journals or books and

asking questions to people who are related to the research. In addition, Duffy (2009) also stated that qualitative descriptive research allows the researcher to obtain information only from the individuals who are related to or involved in this research. Thus, to choose the right individuals who get involved in this research, the researcher decides to choose the purposive sampling method. The researcher is allowed to select samples based of several requirements of characteristics. The researcher in purpose decides the kind of participant who fits in giving their perception in this research.

3.2 The Subject of The Research

In descriptive qualitative research, selecting individuals is purposed to obtain numerous perceptions about the use of vlogging task as learning media in students' speaking skills. However, choosing individuals for this research require certain terms that are related to this research. Consequently, the research's sample involves students that are selected through random sampling.

The participants of this research are the college students of the Maulana Malik Ibrahim State Islamic University of Malang who were obliged to join the special program of English Language Learning held by the Language Development Center of the Maulana Malik Ibrahim State Islamic University of Malang. Language Development Center of Maulana Malik Ibrahim State Islamic University of Malang has been obliged all non-English college students of Maulana Malik Ibrahim State Islamic University of Malang to join the class of Special Program of English

Language Learning in their third and fourth semester. This research involves third and fourth non-English students of Maulana Malik Ibrahim State Islamic University of Malang who were joined the Special Program of English Language Learning in the year of 2022/2023 and specifically the class which has been given the task of making vlogs as students' task.

Meanwhile, the main requirement based on sampling that they should have been or ever been given vlogging assessment during their learning. Thus, there are 33 students selected. The reasons for the researcher choosing those subjects are: (1) Students of Maulana Malik Ibrahim State Islamic University of Malang have already been allowed to apply technology as learning media, (2) Students of Maulana Malik Ibrahim State Islamic University of Malang are part of Gen-Z who mostly tend to understand the features in numerous technology. (3) Vlogging tasks are one of the tasks for Students of Maulana Malik Ibrahim State Islamic University of Malang who joined the special program of English language learning.

3.3 Research Instrument

In this research, the questionnaire and interview are conducted to obtain the data. This research used questionnaire and interview which adapted the research instrument from previous research by Fitria (2022). First, the questionnaire used to identify the students' perception of vlogging tasks in improving students' speaking skills. The questionnaire started to held in June 2023. In this research, the questionnaire purposed to obtain the data of students' perceptions of the use of vlogs as tasks as

learning media in learning speaking skills. The used questionnaire is online questionnaire which using Google Form that shared through WhatsApp group made by the researcher. The researcher started the questionnaire with introducing himself and explain his intentions of sharing the questionnaire form. The questionnaire is using Indonesian language in purpose to avoid misunderstanding from the respondents. In addition, the researcher asking the participants if they do not understand the questions, they can ask the researcher to explain the questionnaire further.

The interview also held to explore students' perception of vlogging tasks as learning media in students' speaking skills. The interview involved four students as representative of the class of the special program of English language learning at Maulana Malik Ibrahim State Islamic University of Malang . The interview is purposed to obtain descriptive sentences as the answer from the selected participants. The interview held in June 2023. The researcher who conducts the interview asked the participants about their perceptions of vlogging tasks as learning media in speaking English skills. Furthermore, the researcher used the Indonesian language to ease the participants of understanding the questions in the interview. The interview started with the introduction by the researcher then the researcher explain the content of the questions which consist of six questions. After the participants answer all the questions, the interview is close by the researcher.

3.4 Data Collection

The researcher in this research is using two data collection techniques; questionnaire and interview. The researcher held the questionnaire to obtain participants' perceptions in general and the interview to explore more detail answers of the participants' perceptions in descriptive form.

1. Questionnaire

Clarke (1995) in Devlin (2002) stated that questionnaire is purposed to obtain students' views whether the teaching is good or bad. In other words, questionnaire aimed to obtain the information or perception towards participants whether they agree or disagree. The questionnaire is convenient for this research because that the participants are able to give their peception briefly in general. The questionnaire adapted the Likert scale which including midpoint in the scale and arranged in descending order as the answer options for participants that consisted of multiple level of agreement: strongly agree, agree, neutral (neither agree or disagree), disagree, and strongly disagree. According to Chyung, Roberts, and Hankinson (2017), the questionnaire which use midpoint offers participant of the research the options to choose when they have little understanding about the topic. This research used questionnaire and interview which adapted the research instrument from previous research by Fitria (2022) untitled "English Vlog Project: Students' Perceptions and Their Problems". The research used the quantitative descriptive method and used

questionnaire and interview for collecting data. The subject of this research was non-English major students.

2. Interview

Secondly, the researcher used an interview to gain more depth explanation related to the research topic in descriptive form. According to Hasnidar (2019), the interview guidelines, in general, are divided into interview preparation, interview process, and evaluation. Furthermore, the interview guidelines adapted from the previous research conducted by Fitria (2022). The interview of this research contained of six questions about students' perception of the vlogging tasks as learning media in their speaking skills. The purpose of the interview is to obtain the students' perceptions of vlogging tasks to improve speaking skills in descriptive form. This research used questionnaire and interview which adapted the research instrument from previous research by by Fitria (2022) untitled "English Vlog Project: Students' Perceptions and Their Problems". The research used the quantitative descriptive method and used questionnaire and interview for collecting data. The subject of this research was non-English major students.

Meanwhile, the interview held by the researcher interviewed four students. Two of the them are considered the most active students and two other are choosen randomly by the chief of class. The questionnaire was delivered in Indonesia to avoid misunderstanding of information. The

interview was conducted on 13 July 2023. The interview held by the researcher asked the interviewees via WhatsApp private chat.

3.5 Data Analysis

The researcher analyzed the data using the qualitative descriptive method and using both questionnaires and interview to examine the obtained data. Based on Zohrabi (2013), qualitative research is using interviews, journals, classroom observation, and questionnaire to obtain the data. Furthermore, qualitative strive to obtain the data in descriptive form. Thus, in this research, the researcher used questionnaire and interview to gain data in descriptive form. Based on Thorn (2000), data analysis in qualitative involving with data by generating and interpreting the obtained informations. Both data collection and analysis process are inseparable. The data collection methods used to collect numerous data and the obtained data proceed to be analyzed through the analysis process to draw interpretation and conclusion about the subject of the research.

1. Questionnaire

This research used questionnaire and interview which adapted the research instrument from previous research by Fitria (2022). The questionnaire used in this research is close ended questionnaire which using the Likert Scale. According to Joshi et al. (2015), Likert scale is the most frequently used scale in numerous research. Furthermore, Likert scale is mostly used in the education and social science researches. It is because Likert scale was invented to measure the attitude of the participants. The attitude are concluding behavior, cognition, feeling, and

understanding in a specific objects. Furthermore, Likert scale is mostly used in the education and social science researches because Likert scale was invented to measure the attitude of the participants. Likert scale offered questions that asking participants their level agreement towards real situation that related to the research. Usually, there are level of agreement that offered in chronological order such as strongly agree, agree, neutral (neither agree or disagree), disagree, and strongly disagree.

2. Interview

In this research, the interview was conducted privately to obtain a pure perception and avoid made-up perceptions. To ease the participants giving answers, they are allowed to answer the interview questions given by using the Indonesian language. Furthermore, the researcher also helped the participants to understand the questions given by using the Indonesian language. After collecting the data from interviews, the researcher analyzes the answers through several techniques. According to Hsieh and Shannon (2005), the data analysis that collecting data through interviews started by reading all the obtained data, then continued by making notes of the initial points of the data and then organizing each key thoughts into multiple subcategories. This research used questionnaire and interview which adapted the research instrument from previous research by Fitria (2022).

The obtained data would has numerous information that the researcher should be analyzed. According to Helaludin and Wijaya (2019),

there are several techniques for qualitative research, namely 1) Data Reduction, 2) Data Display, and 3) Concluding data.

a. Data Reduction

At first, the data collected by the researcher would be vary and has a complex explanation from the subject of the research. Thus, it would be necessary for the researcher to do the data reduction. Data reduction means that the researcher separated the main ideas of the obtained data, making summary, and dividing the ideas into several sub-categories. The data reduction is purposed to analyze the data by choosing the ideas that related to the research questions, discarding the ideas that are not related to the research and organizing the gatherered data that relevant with the topic of the research.

b. Data Display

After passing the data reduction stage, the researcher is obliged to do the data display. Data display means that the researcher presents the obtained and organized data that passed the data reduction stage. The data display usually presented in form of summary or paragraph in order of every interview questions given.

c. Conclusion

The last step after the data reduction and data display is to make conclusion. The conclusion itself is actually the main purpose of data analysis: to interpret the idea from the obtained data from the subject of the research. In this stage, the researcher making a conclusion as the result of the interview. The conclusion should be related to the research that

usually present a new finding and the researcher also allowed to add a suggestion for the further research.

CHAPTER IV

FINDINGS

This chapter provides the collected data of the research. The data collected are obtained from a questionnaire and interview given by the researcher.

4.1 Research Finding

In this chapter the the researcher elaborates the result obtained of this research after conducting the questionnaire and interview.

4.1.1 Result of Questionnaire of Student Perception of Vlogs

This section presented the obtained data from the questionnaire of students of the special program of English lecture (PKPBI) held at the Maulana Malik Ibrahim State Islamic University of Malang . The questionnaire contained 20 multiple-choice questions and students had to choose one of the answer options. The answer options consisted of SA (strongly agree), A (agree), N (Neither agree nor disagree), DA (disagree), and SDA (strongly disagree). The result of the questionnaire can be seen in the Table 4.1.

No	Question	Alternative Answer					Total
		SA	A	N	DA	SDA	
The knowledge of vlogs							
1	I can make vlogs.	3,7%	70,4%	25,9%	0%	0%	100%
2	I already known vlogs before it was taken as a task in special program of English language learning.	51,9%	37%	11,1%	0%	0%	100%
3	Vlogs is a platform for sharing various matters.	59,3%	33,3%	7,4%	0%	0%	100%
4	Vlogs facilitate people to learn English	3,7%	81,5%	14,8%	0%	0%	100%

	especially in speaking skills.						
The experiences in making vlogs							
5	I feel that I can improve my speaking skill through making vlogs.	0%	81,5%	14,8%	3,7%	0%	100%
6	I understand when the teacher explained about how to make a good vlogs.	0%	81,5%	18,5%	0%	0%	100%
7	I understand about how to make a vlog as an assignment in the special program of English learning.	11,1%	81,5%	7,4%	0%	0%	100%

	(PKPBI)						
8	I feel comfortable when I used vlogs as media to improve speaking skills.	0%	70,4%	29,6%	0%	0%	100%
9	I can easily making vlogs on smartphones.	18,5%	66,7%	14,8%	0%	0%	100%
The problems faced in making vlogs							
10	One of my problems that I faced in making vlogs is lack of confidence.	18,5%	63%	14,8%	3,7%	0%	100%
11	One of my problems that I faced in making	3,7%	7,4%	0%	63%	25,9%	100%

	vlogs is lack of equipment.						
12	Making vlogs is complicated to me in improving my speaking skills.	0%	3,7%	25,9%	70,4%	0%	100%
The attitudes towards the use of vlogs							
13	I like to study by vlogs so I feel confident.	3,7%	70,4%	25,9%	0%	0%	100%
14	Vlogs gave me increased my ability to manage time of studying.	44,4%	40,7%	14,8%	0%	0%	100%
15	Vlogs increased my motivation for studying English.	3,7%	59,3%	37%	0%	0%	100%

The impacts of vlogs in improving speaking skill							
16	Vlogs contributes to make my learning progress faster.	0%	77,8%	22,2%	0%	0%	100%
17	Vlogs makes me remember some vocabularies better.	0%	92,6%	7,4%	0%	0%	100%
18	I prefer vlogging task so that I can do it myself without any help from others.	29,6%	63%	3,7%	3,7%	0%	100%
19	In the process of making vlogs, I learn about how to pronounce words in English	7,4%	81,5%	11,1%	0%	0%	100%

	correctly.						
20	In the process of making vlogs, I also train myself to speak with confidence.	0%	82,5%	14,8%	0%	0%	100%

Table 4.1 The Result of The Questionnaire

The table above showed the percentage of students' responses to the given questionnaire. The questionnaire is divided into five parts of sub-questions. The first part is questioning about the knowledge of vlogs which started from number 1-4. The second part is about the experiences in making vlogs which started from number 5-9. The third part is about the problems faced in making vlogs that started from numbers 10-12. The fourth part is about the attitudes towards the use of vlogs that started from number 13-15. The last part questions about the impacts of vlogs in improving speaking skill that started from number 16-20

The first part is about the knowledge of vlogs which contain of 4 statements. The first statement was "I can make vlogs". It showed that 3,7% of students strongly agree, 70,4% of them are agree, and 25,9% are neutral which showing that most of the students understand about how to make vlogs. The second statement was "I already knew vlogs before it was

taken as a task in special program of English language learning”. It showed that 51,9% of the students are strongly agree, 37% of them are agree, and 11,1% of them are neutral. These percentages are showing that most of the students are already know about vlogs before they receive a task to make a vlog in the special program of English language. The third statement was “Vlogs is a platform for sharing various matters”. It showed that 59,3% are strongly agree, 33,3% are agree, and 7,4% are neutral which showing that most of them are positively agree that vlogs is a platform that can be used for various matters sharing. The fourth statement was “Vlogs facilitate people to learn English especially in speaking skills”. It showed that 3,7% are strongly agree, 81,5% are agree, and 14,8% are neutral which indicated that most of them are agree that vlogs can be a platform to be used for learning English, especially in the aspect of speaking skill.

Furthermore, statement number 5 until number 9 is focused on the students’ experiences in making vlogs. The statement number 5 presented that 81,5% of students are agree, 14,8% are neutral, and 3,7% of them are disagree that they feel that vlogs can improve English speaking skill. Thus, it is indicated that most of them are agree with this statement. However, some of them are also choosin neutral which showing that some of them are uncertainly sure that vlogs can improve their speaking skills. Further, statement number 6 was “I understand when the teacher explained about how to make a good vlogs”. It showed that 81,5% are agree and 18,5% of them are neutral which indicated most of them are understood how to

make a good vlog that explained by their teacher in the class of special program of English learning. Then, the statement number 7 was “I understand about how to make a vlog as an assignment in the special program of English learning (PKPBI)” which related to the previous statement. The result showed that 11,1% of them are strongly agree, 81,5% are agree, and 7,4% are neutral which indicated that most of them are tend to understand the assignment of making a vlog in the special program of English learning. The statement number 8 showed that 70,4% of them are agree and 29,6% are neutral about that they are feel comfortable for using vlogs as their platform to learn and improve speaking skills. Further, the statement number 9 showed that 18,5% of them are strongly agree, 66,7% are agree, and 14,8% are neutral about how easy to make vlogs through their smartphones. Related to the previous statement, students are perceived that making vlogs is easy and comfortable because it is at least only require a smartphone which most of them are having it.

Meanwhile, statement number 10 until number 12 is focused on the problems faced in making vlogs. The statement number 10 was “One of my problems that I faced in making vlogs is lack of confidence. It showed that 18,5% are strongly agree, 63% of them are agree, 14,8% are neutral, and 3,7% are disagree. This indicated that most of them are agree that they are unnecessarily feel ashamed when they record themselves in front of a camera in making vlogs. The statement number 11 was “One of my problems that I faced in making vlogs is lack of equipment”. It showed

that 3,7% are strongly agree, 7,4% are agree, 63% are disagree, and 25,9% are strongly disagree which indicated that most of them are disagree that in making vlogs require various equipments. It has been stated in the previous statement (statement number 9) that making vlogs is easy because it is only require at least a smartphone. However, some other argued that making vlogs require more than just a smartphone. It possibly could be right because making vlogs is not simply recording and speech, but also how to make the contents in the vlog interesting, it could be the place setting, place lightning, or procurement of goods for video content. Statement number 12 was “Making vlogs is complicated to me in improving my speaking skill”. it showed that 3,7% are agree, 25,9% are neutral, and 70,4% are disagree which indicated that most of them are agree that utilizing vlogs in learning to improve their speaking skill is simple.

The statement number 13 to 15 is focused on the attitudes towards the use of vlogs. The statement number 13 was “I like to study by vlogs so I feel confident”. The result showed that 3,7% are strongly agree, 70,4% are agree, and 25,9% are neutral. These percentages showed that most of students are agree that vlogs can be used by them to learn showing their confidence by delivering speech in front of camera instead of straight delivering speech in front of real people. The statement number 14 was “Vlogs gave me increased my ability to manage time of studying”. The result showed that 44,4% are strongly agree, 40,7% agree, and 14,8% are neutral which means that most of students are agree that by given vlogs

assignment, students have flexibility in studying or accomplishing the assignment because making vlogs can be done outside of class schedule. The statement number 15 was “Vlogs increased my motivation for studying English”. The result showed that 3,7% are strongly agree, 59,3% agree, and 37% are neutral which means that most of them are tend to be interested to learn English thorough vlogs. However, 37% of students are choosed neutral which possibly that they are uncertain about their interest in English language learning. This caused by that they are non-English major students.

The statement number 16 to 20 is focused on the impacts of vlogs in improving speaking skill. The statement number 16 was “Vlogs contributes to make my learning progress faster. The result showed that 77,8% are agree and 22,2% are neutral. It can be implied that most of students are agree that utilizing vlogs has been brought a positive impact in their process of English learning. The statement number 17 was “Vlogs makes me remember some vocabularies better”. The result showed that 92,6% are agree and 7,4% are neutral. These percentages indicated that most of the students are agree that in the process of making vlogs, students indirecty learn English by discovering new vocabularies that used for their speech in their vlogs. The statement number 18 was “I prefer vlogging task so that I can do it myself without any help from others”. The result showed that 29,6% are strongly agree, 63% are agree, 3,7% are neutral, and 3,7% are disagree. It can be perceived that most of the students are feel comfortable to doing vlogs as an assignment due to that

making vlogs individually means that each student has a freedom to decide what to put in their own vlogs. The statement number 19 was “In the process of making vlogs, I learn about how to pronounce words in English correctly”. The result showed that that 7,4% are strongly agree, 81,5% are agree, and 11,1% are neutral. It can be indicated that most of students are agree that in the process of English learning, vlogs are perceived positively in improving students’ speaking skills. In the process of making vlogs, students doing numerous preparations included training to pronounce words in English correctly and fluently in purpose to make the contents in the vlogs are enjoyable and understandable by the audiences. The last statement was “In the process of making vlogs, I also train myself to speak with confidence”. The result showed that 82,5% are agree and 14,8% are neutral. These percentages implied that most of the students are agree that vlogs is a suitable platform to train their confidence in delivering speech by recording themselves speaking in front of the camera.

4.1.2 Results of Interview

The researcher also held an interview to support the answer that purposed to obtain a more detailed answer. The interview consisted of 6 questions. The interview was conducted on 13th of July 2023.

4.1.2.1 The Students’ Perceptions of The Use of Vlogs as Learning Media

The first statement was the use of vlogs learning media in the English speaking skill. Students perceived that vlogs is a platform that can be utilized effectively for English language learning in the current era.

When the Interviewee3 asked about how was the use of vlogs as learning media, she said,

“utilizing vlog as learning media would be more effective, it is because that current students are perceived learning media and learning environment that commonly used are too demanding and boring which lead the students’ behaviors to be lazy, thus, it would be suitable to utilize vlogs in purpose to make students being more interested in English language learning (Interviewee3, personal communication, July 13, 2023).”

From the statement above, it can be implied that the use of vlogs in the English language learning is effective to cope the students’ behavior towards the process of English learning which commonly considered boring. Furthermore, the use of vlogs is also suitable for students because it is involving technology in the English language learning. Interviewee4 said,

“Vlog is a technology based platform for learning that is convenient for current process of teaching and learning, especially college students (Interviewee4, personal communication, July 13, 2023)”

The additional statement above implied the positivity of the use of vlog in the process of teaching and learning. Based on the interview result, it can be concluded that the use of vlogs affect positively in the process of English learning.

4.1.2.2 The Advantages of The Use of Vlogs as Learning Media

This part explains the obtained data that explains the advantages of the use of vlogs according to the students. Interviewee1 said,

“the vlogs eases me in the process of English speaking skill learning by giving me flexibility to prepare in making vlogs, thus, I have more time to fix my grammar and prepare my confidence in delivering speech (Interviewee1, personal communication, July 13, 2023)”

The statement above implied that one of the advantages of the use of vlogs is the flexibility in managing the time to prepare things to make a good vlogs. Furthermore, the flexibility its given by the use of vlogs also allows students to review the material. As interviewee3 said,

“the advantages of the use of vlogs are the flexibility that gives students time to think the concept of the vlogs that will be made which in another words, enhancing students’ creativity in making vlogs. Furthermore, it also allows us to reviewing the materials through rewatching the vlogs (Interviewee3, personal communication, July 13, 2023)”

4.1.2.3 The Disadvantages of The Use of Vlogs as Learning Media

However, the use of vlogs according to the students perceptions is not entirely perceived positively. As interviewee4 said,

“not all people can speak fluently in front of the camera, thus for some of us, the vlog assignment is considered a huge burden and we outsmart the vlog assignment by insert a dubbing voice instead of directly speaking in front of camera, we perceived that speaking in front of camera still not fixing our lack of confidence in speaking English (Interviewee4, personal communication, July 13, 2023)”

The statement above implied that the presence of the vlog as assignment is still not perceived accomplishing the lack of confidence problem for some students.

4.1.2.4 The Difficulties in The Process of Making Vlogs

This part explains the perceptions from the students whether the use of vlogs has been ease the process of English learning and the difficulties in their process of making vlogs. Interviewee3 stated that the vlogs has been eased the process of learning by reading the provided subtitles in the vlogs and allowing people to do the rewatch.

“I think vlogs has been eased my process of learning by providing the subtitles which help beginner to learn English. I also feel distressed when I learn by watching vlogs with quick dialogues (Interviewee3, personal communication, July 13, 2023)”

Interviewee1 said that the vlogs has been eased the process of English learning due to the simple steps to make a vlogs.

“In the learning process, vlogs helps because it is a lot easier to do than speak directly which makes us feel embarrassed. To make vlogs also only has some few and simple steps (Interviewee1, personal communication, July 13, 2023)”

However, interviewee2 stated that the vlogs indeed ease the process of learning with an additional note that it took steps to make vlogs that some of the students do not understand very well such as brainstorming, conceptualizing, and editing. She elaborated,

“Vlogs has been eased my process of learning, eventhough, I found some difficulties such as making text for vlogs, video editing, mind mapping the concept, and etc (Interviewee2, personal communication, July 13, 2023)”

4.1.2.5 Vlogs as Learning Task

This part explains how vlogs facilitate students in English learning. Interviewee4 stated that vlogs has been facilitate the process of

English learning by being a platform to perform students' speaking skills.

He demonstrated,

“I think practice is one of the ways of expressing English skill abilities. There are numerous ways to practice like demonstrating conversation. Meanwhile, vlogs is a platform that is suitable to be used for learning and interesting for college students like us to learn English, especially in the aspect of English speaking skills (Interviewee4, personal communication, July 13, 2023)”

Additionally, interviewee3 stated that vlogs indirectly trigger students to be aware of events in their surroundings by giving them task to make a vlogs about their daily life or events they experienced lately. She elaborated,

“By involving students to discuss the recent news by using it as a theme of the vlog, I think it is a kind of variety of learning than just relying on book (Interviewee3, personal communication, July 13, 2023)”

4.1.2.6 The Features in the Vlogs

This part explains the features in vlogs that students noticed along the use of vlogs in the process English language learning, especially in the aspect of speaking skills. Interviewee2 stated that learning by vlogs is flexible due to the its easy access. People can find any type of vlogs in various apps in their smartphone such as YouTube, Facebook, Instagram, TikTok, and etc. She said,

“Yes, I found features in vlogs that help my learning process. I usually prefer to watch vlogs on YouTube, but actually there are so many platform other than YouTube to access vlogs for learning (Interviewee2, personal communication, July 13, 2023)”

Additionally, Interviewee3 stated that vlogs has features that helps students in their process of learning by providing speed-play custom that helps listeners in understanding the vlogs slowly which considered helpful for beginners and non-native speakers. She expressed,

“When I watch vlog type videos like on YouTube, I learn from videos that made by foreigner about vocabularies and idioms along with both pronunciation on certain topics such as vocabularies about vacation, daily activities, traffics, and etc. The vlogs made by foreigner also provide subtitles which helps me to know about how the words are wwritten, from there, I can also find its meaning through dictionary. In addition, the speed-play feature is quite helping me to repeat, reverse, move forward, rewind, or slowing the vlogs so I can understand the topic of the vlogs easier (Interviewee3, personal communication, July 13, 2023)”

Moreover, interviewee4 added that the existence of vlogs helps the process of learning in making vlogs. In the process of making vlogs, students do several activities such as brainstorming, pronunciation, presenting with confidence, pronunciation, speaking with fluency, video editing, etc. He elaborated,

“Arranging video, translating the text, and choosing a proper vocabulary are some activities that indirectly trigger students to learn several things related to delivering English speech. Through the use of vlogs, learning English speaking skills is supported by learning about confidence and listening during checking the recorded vlog. In short, there are many things required to learn during the process of making vlogs (Interviewee4, personal communication, July 13, 2023)”

4.2 Discussion

In this section, the researcher explained the data result of the research that has been done at the Maulana Malik Ibrahim State Islamic University of Malang as the place where the research was held and

students of the special program of English lecture as the subject of this research. This section shows the problem of the research that has been stated in Chapter 1. The findings are also being compared with existing works of literature that relate to the research. Pancawardhani et al. (2022) stated that using suitable and appropriate learning media could lead to achieving learning objectives effectively. There are numerous learning mediums that are only suitable for certain subjects of study. Meanwhile, vlogs as one of the current mediums are expected to achieve certain speaking skill learning objectives such as grammar, vocabulary, fluency, and confidence. Utilizing vlogs is considered help students by giving them time to prepare and think about what to present.

The research aimed to observe students' perceptions towards the use of vlogs as learning media in improving students' speaking skills. The findings revealed generally positive responses from students towards the use of vlogs in their English language learning. Students perceived that vlogs is a suitable platform to perform their English speaking skill which involved technology-based media that is suitable for the current way of teaching and learning process. The use of vlogs is considered appropriate as learning media for college students due to its outcomes and effectivity.

4.2.1 Students' Perception of Vlogging Task as Learning Media in Students' Speaking Skills

The students argued that utilizing vlogs as learning media is convenient but also quite challenging. The use of vlogs is perceived has a

good impact for students. Most of students are agree that the use of vlogs contain a features that help the process of English learning, especially in the aspect of speaking skills. One of the advantages from the use of vlogs as a learning medium is the flexibility in time. Students are allowed to schedule their preparation for making vlogs such as brainstorming, self-speaking practice, making the text narration, or even dealing with other academic duties. In addition, vlogs also considered a convenient platform to delivering ideas and informations. Vlogs mostly made for entertainment purpose, however, people recently found that vlogs also suitable to be used in educational purpose by focusing on the speaking skill. Speaking skill has some elements such as vocabulary, grammar, pronunciation, and fluency. Mandasari and Aminatun (2020) stated that in the process of learning to speak in English, students perceived it is quite challenging because they have to deal with those elements of English speaking skill. However, the use of vlogs in the process of teaching and learning could help them by providing tool to ease students' learning process and to boost students' interest in English speaking skill acquisition.

Interestingly, the findings in this research showed that while some students are felt more beneficial and comfortable in using vlogs as their English learning media, others express their disagreement of the use of vlogging as learning media to improve students' speaking skills by giving diverse responses in the given questionnaire and interview, as both

questionnaire and interview are purposed to collect various perceptions from participant of this research.

Based on the obtained data, most students are agree positively that vlog brings a beneficial impact for its use in the process of English learning. Huang (2021) stated that one of the reasons students agree that the use of vlog is positively beneficial in the educational field, for example, that vlogs is a platform to express ideas which is more comfortable than direct public speaking in the conventional classroom setting. The findings in this research showed that most students are agree that vlogs is brings a lot of benefits by being a platform to exercise their speaking skills, giving them a flexibility in time to prepare themselves, and as part of exploration of finding a convenient way of learning which in this case, vlogs considered convenient due to its involvement with technology.

From the statements above, it can be concluded that most students are agree that the use vlogs are in line with the improvement of students' speaking skills. The result of the findings in this research is in line with Anggraeni et al. (2020) who stated that the use of vlogs perceived bringing more enthusiasm and technology involvement into teaching and learning activity. The use of technology itself was a thing that most students are used to be familiar with, and the use of it in the learning activities is more effective, more interactive, and more flexible than the conventional learning activities. Thus, educators could consider the involvement of

technology-based learning as learning media in language courses,
especially English language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion related of this research. The researcher provided a conclusion based on the findings and discussions in the previous chapter. In addition, the researcher also present several suggestions related to this research that hopefully inspire the further research.

5.1 Conclusion

The researcher gets data from questionnaire and interview that implemented to students of Maulana Malik Ibrahim State Islamic University of Malang who joined the Special Program of English Lecture and given vlogging task as assignment which correlated to the aspect of English Speaking Skills. It can be concluded that the use of vlogs brings mostly positive impact in the process of teaching and learning in the Special Program of English Lecture.

This research has revealed that the use of vlogs in the process of teaching and learning for college students, specifically in the English language acquisition. This research showed that students are mostly agree that the use of vlogs brought positive impact in their process of English language learning. There are numeorus positive impacts that the use of vlogs brought in the process of English language leanring such as flexibility in time, providing a platform fo expressing ideas, enhancing students' creativity in mulltimedia,and increasing awareness in the use of

technology in the process of the learning. The flexibility in time in the use of vlogs in the process of learning provides students to manage their time and encourages students in their self-directed learning which suitable for college students. Meanwhile, the vlogs considered as convenient platform for learning that has been proven by numerous previous researches and also by this research. The use of vlogs is suitable for students to express their ideas. Students are engage by themselves to create an interesting vlogs which triggers their critical thinking, communication skills, and enhancement of their creativity in multimedia platform.

Based on the theory, vlog is a type of video contained of documentary from people who record and share daily life, experience, or thoughts. Vlogs often presented informally as it was for entertainment purpose at first. As time passes, people involve the use of vlogs in the process of teaching and learning. For educators, vlogs can be used to deliver materials on specific topics. It is considered more convenient than the traditional classroom teaching and students are allowed to access the vlogs at any time which give them time flexibility. Meanwhile for students, the vlogs can be used as a platform to improve language skills by practicing speaking skills which related to elements of speaking skills (vocabulary, grammar, fluency, and confidence).

In the contrary, this research also revealed that there are some perceptions obtained from interview that argued about the disadvantages from the use of vlogs in the process of English language learning such as

the voices in certain vlogs is not clear enough to be heard, making vlogs perceived as more difficult assignment compared to the traditional teaching and learning method, and students' lack of vocabulary which made them overwhelmed with the vlogging task that require more than only vocabulary.

However, the vlogs itself has several features that suit the process of students learning. One of the features is the availability of subtitle which suitable for students who are in the beginner level like the object of this research. Another feature that can be implied from the result of this research is the content of the vlogs that most people found considered amusing compared to the conventional teaching and learning method. Vlogs in education contained of visual and audio which usually resemble the entertainment content. This phenomenon apparently attracts students' interest in learning.

5.2 Suggestion

Following the conclusion above, the researcher offered some suggestion for further research. Vlog has numerous advantages when it is utilized in the process of teaching and learning, especially in the English teaching. vlogs is quite complete platform that has various features which support the process of English teaching and learning, the future research can compare between vlogs with another platform that support the process of teaching and learning or the use of vlogs in improving students' speaking skills according to the teachers' perceptions.

Some suggestions for future research such as; the implementation of vlogs in English speaking skill acquisition, how the use of the vlogs in the process of teaching and learning improve students' speaking skills, and the effectiveness of vlogs in the process of English teaching and learning.

However, the limited number of information that obtained through questionnaire and interview generate various perceptions. Therefore, future research can increase the number of object of the research to obtain more various perceptions. The researcher hopefully the other future researcher will put their interests in the same field of this research and sharpen their research by increasing the number of participants, using different research methods, or focusing on the different subject of the research. Additionally, the researcher has been suggested to add more indicators related to the process of making vlogs in the process of learning.

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APPENDICES

APPENDIX 1: Questionnaire

This questionnaire was held to answer the research questions in this research. Thus, this research instrument has been prepared about the aspect to be measured based on related theories, then consulted with competent people or thorough expert validity. This research adapted the statement from previous research from Fitria (2022).

Students' Perceptions of Vlogging Tasks as Learning Media in Students' Speaking Skills

Hello, my name is Akhmad Ramadhan Ajijaya. I am a college student majoring in English Education Department in the Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang . In this opportunity, I am conducting research entitled "Students' Perception of Vlogging Task as Learning Media in Speaking Skill".

The questionnaire takes approximately around 10 minutes to complete. All answer will be kept anonymous and private. Completing this questionnaire indicates your willingness to participate in the research.

E-mail address : _____

Full Name : _____

ID Number : _____

Department : _____

The option of the answer may vary from strongly agree to strongly disagree.

Participant only permitted to choose one for each statements provided.

Annotations:

SA: Strongly Agree

A: Agree

N: Neutral

DA: Disagree

SDA: Strongly Disagree

Question About the Knowledge of Vlog

I can make vlogs

SD	D	N	A	SA

I already known vlogs before it was taken as a task in special program of English

language learning

SD	D	N	A	SA

Vlogs is a platform for sharing various matters

SD	D	N	A	SA

Vlogs facilitate people to learn English especially in speaking skills

SD	D	N	A	SA

Question about experiences in making vlogs

I can easily improve my speaking skill thorough vlogs.

SD	D	N	A	SA

I understand when the teacher explained about how to make a good vlogs

SD	D	N	A	SA

I understand about how to make a vlogs as learning platform

SD	D	N	A	SA

I feel comfortable when I used vlogs as media to improve speaking skills

SD	D	N	A	SA

I can easily making vlogs on smartphones

SD	D	N	A	SA

Question about problems faced about vlogs

One of my problems that I faced in making vlogs is lack of confidence

SD	D	N	A	SA

One of my problems that I faced in making vlogs is lack of equipment

SD	D	N	A	SA

Making vlogs is complicated to improve my speaking skills

SD	D	N	A	SA

Questions about attitudes toward using vlogs

I like to study by vlogs so I feel confident

SD	D	N	A	SA

Vlogs gave me increased my ability to manage time of studying

SD	D	N	A	SA

Vlogs increased my motivation for studying

SD	D	N	A	SA

Questions about the impact of vlogs in improving speaking skills

Vlogs contributes to make my learning progress faster

SD	D	N	A	SA

Vlogs makes me remember some vocabularies better

SD	D	N	A	SA

I prefer vlogging task so that I can do it myself without any help from others

SD	D	N	A	SA

APPENDIX 2: Interview

This interview was held to answer the research questions in this research. This research instrument has been prepared about the aspect to be measured based on related theories, then consulted with competent people or through expert validity. This research adapted the questions/statement from previous research from Fitria (2022).

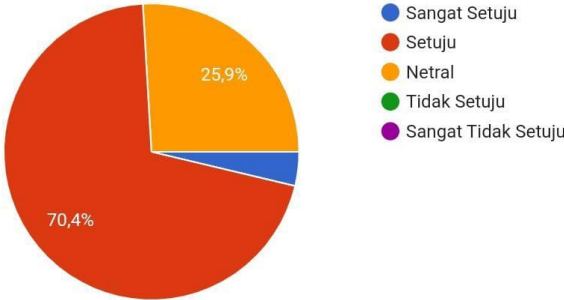
Research Question	Interview Questions
What are students' perceptions towards the use of vlogs as learning media in students' speaking skills?	<ol style="list-style-type: none">1. What is your opinion about using vlogs as a learning media of English speaking skills?2. Is vlogs ease your English learning process? Did you find any difficulties?3. If yes, how does vlogs facilitate students to improve speaking skill?
What are the advantages and disadvantages of the use of vlogs as learning media in students' speaking skills?	<ol style="list-style-type: none">1. What are the benefits of using vlogs as media of English speaking skills?2. What are the benefits of using vlogs as media of English speaking skills?3. Do you find easiness in using vlogs in improving speaking skill?

APPENDIX 3: Questionnaire result

Saya bisa membuat vlog

 Salin

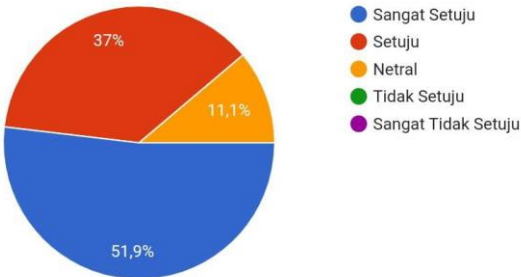
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Saya sudah mengetahui tentang vlog sebelum diberikan tugas membuat vlog di kelas PKPBI

 Salin

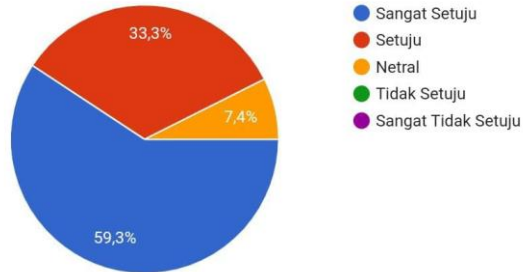
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Vlog adalah platform untuk berbagi dan membahas berbagai macam hal



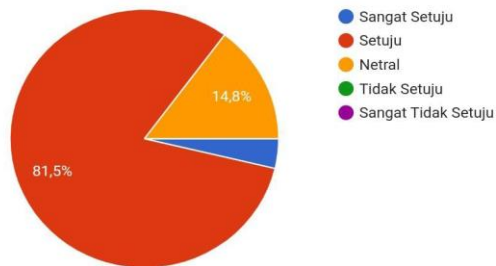
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Vlog mewadahi orang-orang untuk belajar bahasa Inggris, khususnya dalam bidang kemampuan bicara (speaking skill)



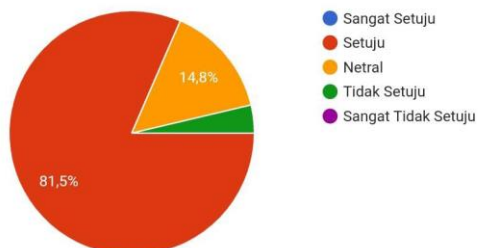
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Saya dapat meningkatkan kemampuan berbicara (speaking skill) saya melalui vlog



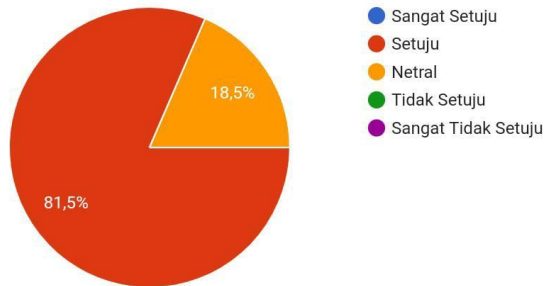
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Saya mengerti penjelasan dosen saya tentang bagaimana cara membuat vlog dengan baik



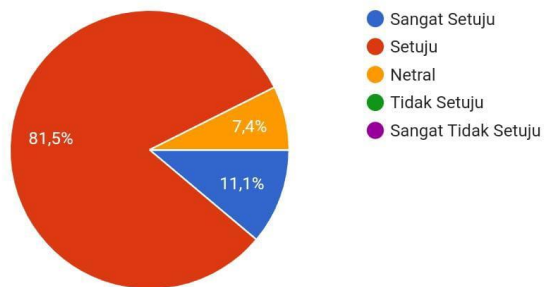
27 jawaban



Saya mengerti bagaimana membuat vlog sebagai tugas di kelas PKPBI



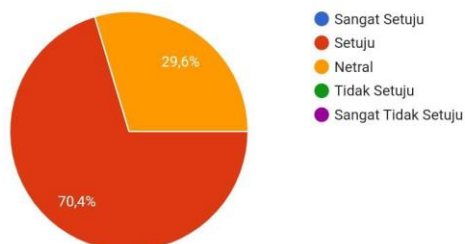
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Saya merasa nyaman saat menggunakan vlog sebagai media pembelajaran kemampuan bicara (speaking skill)



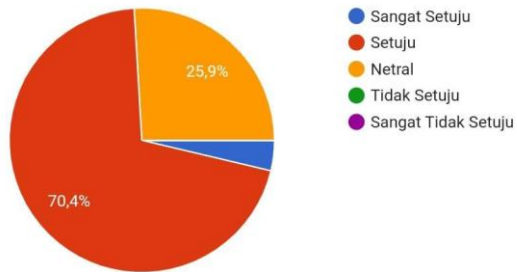
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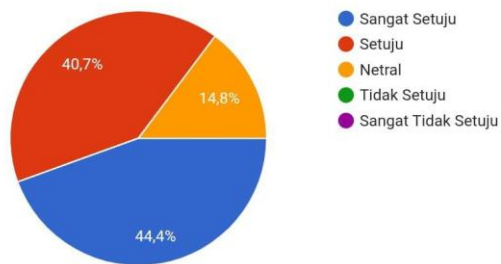
Saya suka belajar melalui membuat vlog karena meningkatkan rasa percaya diri

27 jawaban



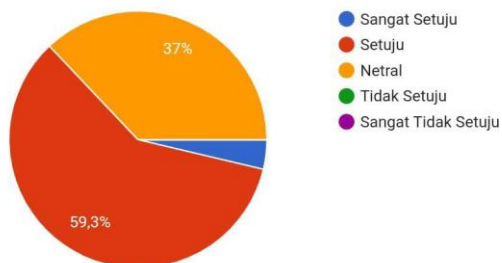
vlog memberikan saya fleksibilitas dalam mengatur waktu untuk belajar

27 jawaban



Vlog meningkatkan motivasi saya untuk belajar bahasa Inggris

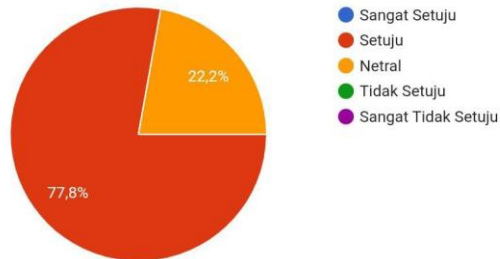
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Vlog membantu proses pembelajaran bahasa Inggris saya

 Salin

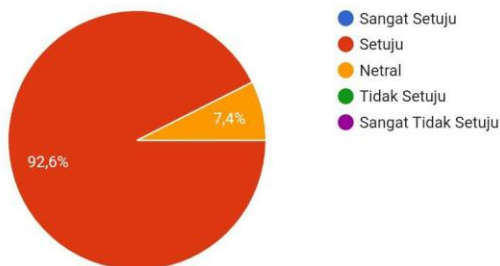
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Dalam proses pembuatan vlog, saya mempelajari beberapa kosa-kata baru

 Salin

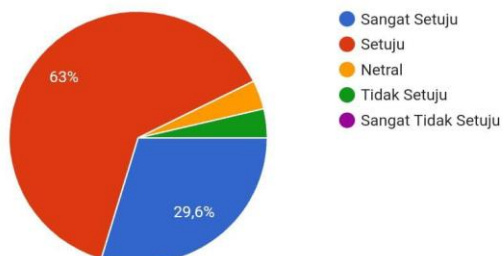
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Saya lebih memilih tugas membuat vlog karena saya bisa belajar secara mandiri

 Salin

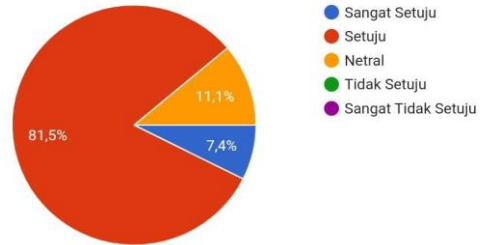
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Selama proses pembuatan vlog, saya melatih cara pelafalan bahasa Inggris dengan baik dan benar



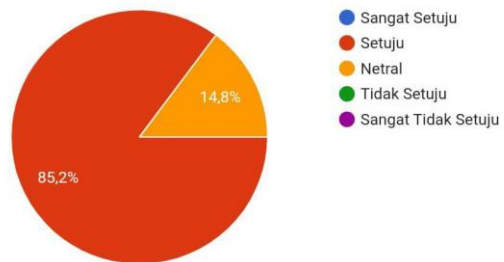
27 jawaban



Selama proses pembuatan vlog, saya melatih untuk berbicara dengan percaya diri



27 jawaban



APPENDIX 4: Interview result

Interviewee1

1. In English, speaking skill is one of the factors that should be considered important in the process of learning and vlogs is a media that support in realizing the process of learning outside the classroom.

Dalam berbahasa inggrish speaking adalah faktor penting dalam belajar dan tugas vlog adalah salah satu perantara atau media dalam membantu terealisasinya belajar bahasa inggrish diluar kelas.

2. The advantages of vlogs are ease me in the aspect of speaking skills, the vlogs assignment allow me to prepare such things and my grammar, it also makes me be more confident to speak since I don't have to face real people

Manfaat penggunaan vlog yakni, memudahkan saya dalam speaking, adanya vlog membuat persiapan dan tata bahasa lebih matang, dan lebih percaya diri dalam pengucapan karena saya tidak perlu berbicara di depan banyak orang-orang.

3. The disadvantages are that the availibity of the subtitles indirecly makes us being too realiable to it, on the other hand, making vlogs often made in private by depending to only camera which makes our skills to communicate to real people and our confidences are becoming less

Kelemahannya karena vlog cenderung menggunakan teks yang sudah ditata membuat kita jadi ketergantungan dengan teks, dan karena vlog cenderung dilakukan sendiri dan hanya dengan kamera maka skill kita berbicara b.inggrish didepan orang atau banyak orang jadi berkurang

4. In the process of learning, vlogs help due to its easiness in the process of making it. In conclusion, there are only few difficulties to cope in the use of vlogs as learning media.

Dalam proses pembelajaran, vlog dapat membantu karena lebih mudah pengerjaannya, dan hanya sedikit kesulitan yang dihadapi karena memang mudah dalam pengerjaannya.

5. I think the vlog assignment demand us to practice more speaking but without the presence of the talk-partner which makes us being more confident, more fluent, and more active in practicing to speak English

Karena dalam vlog kita dituntut untuk banyak bicara tanpa ada lawan bicara maka hal itu dapat membuat kita lebih lancar/aktif berbahasa inggrish.

6. Currently, I do not find any feature that help me in learning English

Untuk sekarang saya blm menemukan fitur dalam vlog yang mempermudah pembelajaran bahasa inggrish

Interviewee2

1. Vlogs as English learning media is one of a good media to use. Vlog is a learning media where a person is able to express or talk freely without minding how other people see him, that is how student can train their speaking skill

Media pembelajaran vlog dlm pembelaran bahasa inggris adalah salah satu media yang cukup baik. Karena vlog adalah media pembelajaran yang dimana seseorang bisa berbicara semampunya tanpa harus memikirkan orang lain melihatnya, dengan media tersebut mahasiswa/pelajar dapat melatih speaking.

2. The advantages of the use of vlogs as learning media is that it can be used as platform to train students' speaking skills.

Manfaat vlog dlm pembelajaran bahasa inggris adalah melatih/mengasah kemampuan bicara bahasa inggris

3. The disadvantages of vlogs as English media is that the quality of the vlogs might be different in another devices, somehow, it can reduce people's interest in watching the vlogs.

Kelemahan vlog dalam pembelajaran bahasa inggris adalah hasil yang tidak sesuai dengan apa yang ada di hp kita (kadang jika mengirim ke orng lain dapat menurunkan resolusi, jadi kurang menarik)

4. Yes, vlogs ease the process of English learning, especially in the aspect of speaking skills. For the difficulties, I myself found that in preparation of making vlogs such as brainstorming, making text, conceptualizing, and editing video are complex.

Ya, vlog mempermudah proses pembelajaran bahasa inggris apalagi dalam speaking. Ya tentu, saya menemukan kesulitan dalam membuat teks+edit video+memikirkan konsep, dan lain2

5. Some students are feel shy to talk in front of real people, the vlogs can be used as media to train students' confidence in public speaking.

Mahasiswa/pelajar dapat berbicara depan kamera tanpa harus malu karena banyak orang

6. I actually don't find any unique features that help me in the process of learning, but there are so many vlogs I can find on YouTube, in other words, to watch vlogs, currently we can easily access from various platforms.

Ya saya menemukan fitur vlog, saya biasanya menemukannya di you tube. Dengan kata lain, menonton vlog dapat melalui berbagai akses.

Interviewee 3

1. I think that the use of vlogs is more effective for learning purposes, due to the phenomenon where current students in their age are easily get bored by the implementation of traditional teaching and learning method which lead them into laziness in learning. The use of vlogs can be a strategy to solve that phenomenon, by making them interested in the process of English learning.

Menurut saya penggunaan vlog sbg media pembelajaran lebih efektif digunakan untuk pembelajaran, karena melihat anak-anak zaman sekarang jika media pembelajaran atau suasana pembelajaran yang digunakan terlalu tegang (menuntut) mereka akan mudah jenuh dan cenderung malas, jika dapat disiasati memakai vlog siswa pun akan lebih tertarik dalam pembelajaran bahasa Inggris

2. – Ease students to learn by the features in vlogs which one of them is the rewatch feature.

- The learning process can be done in any circumstances, in other words, the involvement of the use of vlogs in the process of English learning allows students to have flexibility in time management.

- The process of making vlogs require creativity which means that the use of vlogs is also enhance students' creativity.

-Memudahkan siswa ketika mau mengulang kembali pembelajaran (rewatch)

- Belajar bisa dilakukan dalam keadaan apapun misal dia sedang mood dalam belajar maka dia bisa menonton vlognya sambil melakukan kegiatan yang lainnya (jika mood dan suasana bagus akan lebih mudan materi terserap) (fleksibilitas waktu untuk belajar melalui vlog)

- Dapat mengerahkan seluruh kreatifitas dalam penciptaan vlognya

3. – People tends to watch vlogs that seems entertaining and convinving.

- To watch vlogs, people require signal from internet

- In the process of making vlogs, it requires more energy like conceptualizing and video editing.

- Jika opening video tidak menarik maka siswa akan meng skip atau hany melihat dengan sekilas

- Tidak hemat kuota (requires data)

- Harus 2 kali tenaga yaitu take video edit dan juga memikirkan konsep

4. I think the use of vlogs ease students in their process of English learning by the provided subtitles which helps when the person in the vlogs talks too fast.

Menurut saya vlog memudahkan dalam proses belajar bahasa inggris apa lagi jika dilengkapi dengan subtitle (bahasa indo dan inggris) kesulitan yang saya

temukan kadang beberapa kali tidak dapat mendengar apa yang diucapkan karena pelafalannya terlalu cepat.

5. By involving students actively in the process of making vlogs. Students can be given an assignment to make vlogs which discussing about certain topic such as the viral issue or allow them to choose any topic they find interesting to be discussed in the vlogs they wil make. In other words, involving students to discuss the recent news by using it as theme of the vlog, it is a kind of variety of learning than just relying on book

Dengan melibatkan murid secara aktif dalam vlog yang akan dibuat tentunya. Konsep yang dipakai bisa ditentukan (misal mengangkat issue yang sedang viral) atau juga dapat menyerahkan kepada muridnya untuk memilih issue yang akan diangkat dalam vlog yang akan dibuat.

6. When I wacth vlogs narrated in English, in example when I watch a vlog that talking about daily activities, I obtain a lot of vocabulary related to the daily activities. Same does when I watch vlogs about asking direction, traffic signs, or etc. In addition, the subtitle provided and the speed-play feature are two features from many features that help students who begin to learn English.

Kalau saya ketika melihat vlog yang full bahasa inggris (misal vlog jalan jalan) saya mudah dalam mempelajari bahasa sehari hari, bahasa yang digunakan untuk jual beli, bertanya, dan mungkin untuk memahami rambu rambu lalu lintas. tentunya masih menggunakan fitur subtitle dan fitur memperlambat agar bisa mengenali kata yang diucapkan

Interviewee4

1. I think there are two sides of the effect of the use of vlogs as learning media. First, the good one: the vlogs is learning media which based on technology which suitable for current way of learning and for current era students. Second, the negative one: I find that talking in front of camera is somehow feels awkward, in other words, not all people are used to speak or even perform public speaking in front of camera.

Baik, positif: vlog adalah media belajar berbasis it,

negatif: tidak semua orang biasa berbicara di depan kamera

2. The advantages that I found in the use of vlogs are enhancing creativity by allowing students to create an interesting video on their own, enhancing speaking skill and confidence which suitable especially for beginners, and introducing students the involvement of the use of technology in the process of teaching and learning.

manfaat: berkreasi per kepala dalam membuat vlog untuk, meningkatkan skill speaking and confidence, mempelajari it seperti edit video dan memahami konsep pembuatan vlog

3. The disadvantages that I found in the use of vlogs is that not all people are used to talk in front of camera because for example some of us are feel awkward.

kelemahan: tidak semua orang biasa bicara di depan kamera.

4. Yes, I myself found that our basic knowledge in English, especially in our lack of vocabulary and lack of confidence lead into us perceiving that the vlog assignment is a heavy burden.

ya, saya rasa semuanya merasa kesusahan, karena basic kami kekurangan kosa kata dan rasa percaya diri sehingga merasa tugas vlog adalah beban.

5. Yes, I think practice is one of the ways to express students' English speaking skill, and vlogs is a suitable platform to attract students' interest in learning English, especially in the aspect of speaking skills.

saya rasa praktek adalah salah satu wadah mahasiswa dalam mengekspresikan kemampuan berbahasa Inggris, ada banyak cara untuk mempraktekkan seperti percakapan. Dan vlog adalah salah satu wadah untuk menciptakan platform yang menarik minat mahasiswa dalam belajar bahasa Inggris, khususny dalam bidang speaking

6. Yes, like composing, translating, correcting, and find proper vocabulary. Which indirectly lead students into learning many things from just make a vlogs. Furthermore, in mastering speaking skill is also supported by learning how to be confident, listening to the vlogs to doing the recheck, and many more. In other words, there are a lot students can learn in the process of making vlogs.

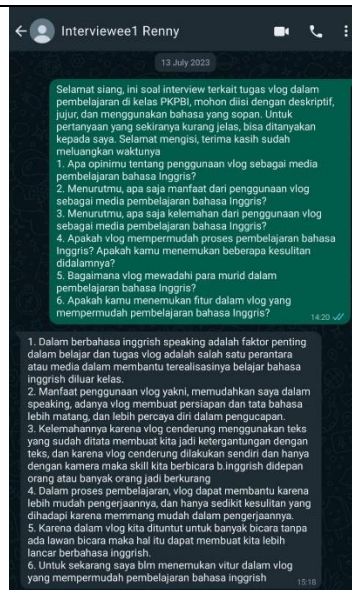
ya, seperti mengarang, menerjemahkan, koreksi, mencari kosa kata yang lebih proper. Sehingga secara tidak langsung mempelajari banyak hal dalam pembuatan vlog. Belajar speaking didukung dengan confidence, listening dalam check video apakah isi video dapat didengar jelas oleh audience nantinya, singkatnya, banyak hal yang dipelajari sekaligus selama proses pembuatan vlog.

Appendix 5: Documentation

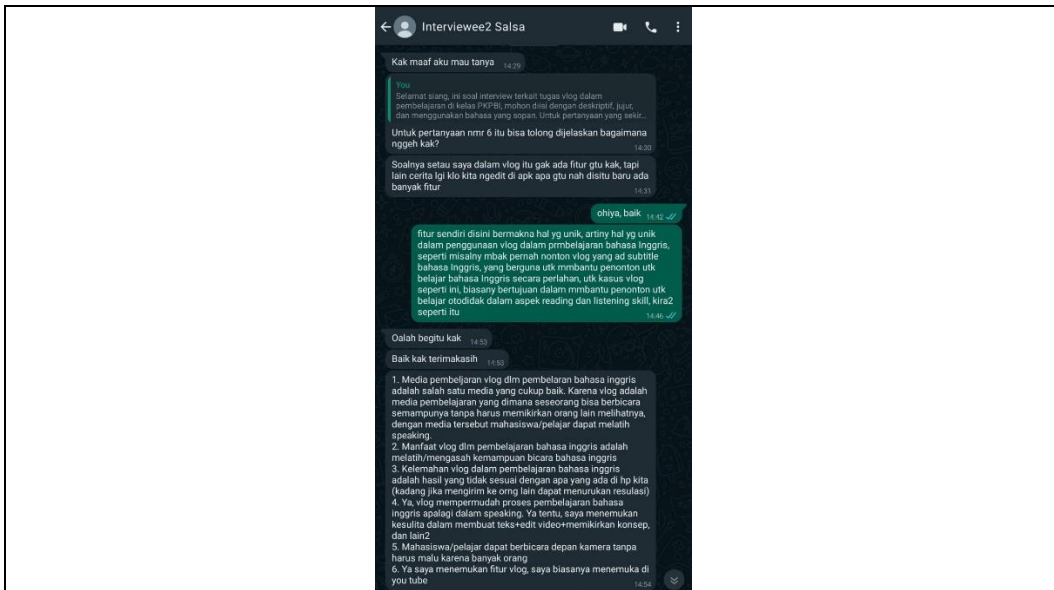


Example of Vlogs Assignment

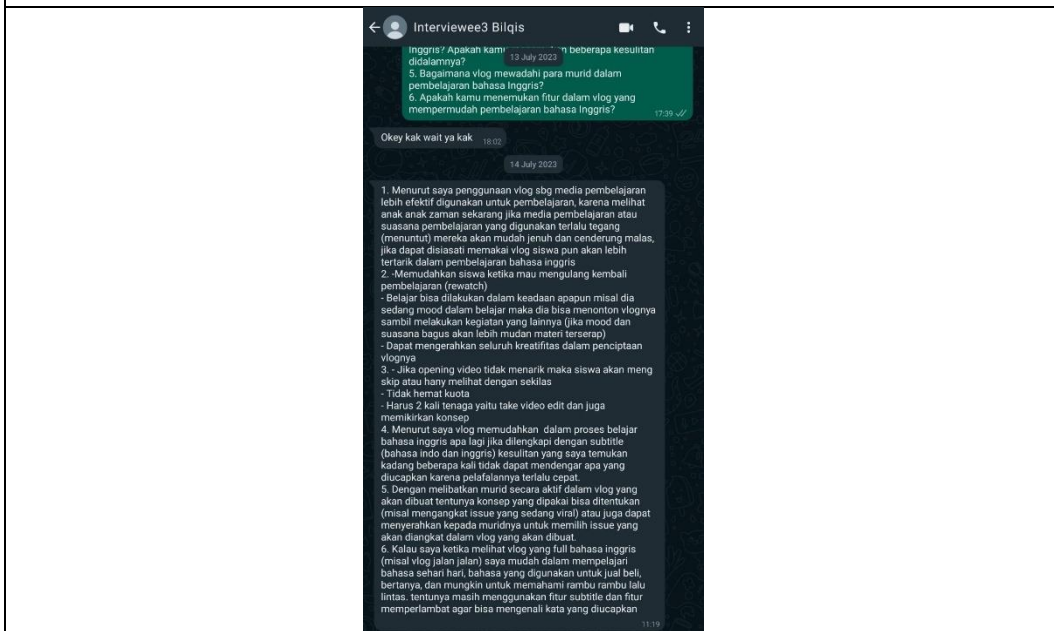
Interview Result



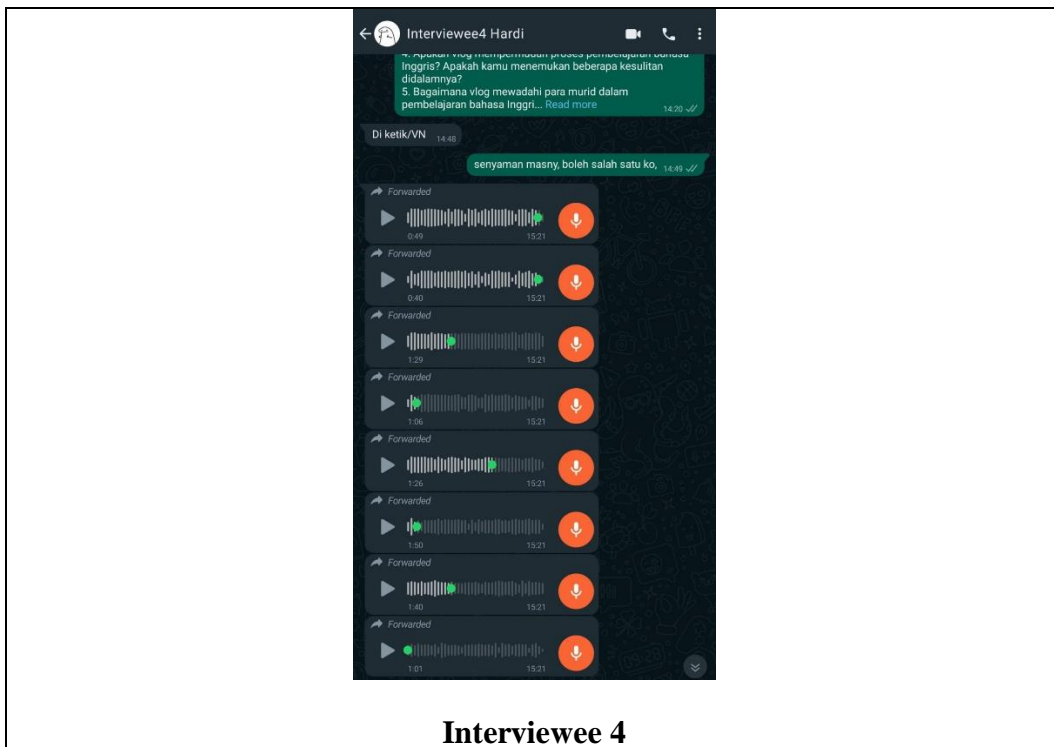
Interviewee 1



Interviewee 2



Interviewee 3



Interviewee 4

Appendix 6 Author Biography

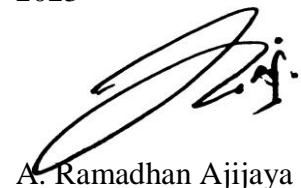
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