

**STUDENTS' PERCEPTION ON USING VLOG TO IMPROVE
SPEAKING SKILL AT THE SECOND GRADE OF MTs-Pi AL-
ISHLAHUDDINY KEDIRILOMBOK BARAT IN ACADEMIC
YEAR 2021/2022**



by
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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2023**

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YEAR 2021/2022**

Thesis

**Presented to State Islamic University of Mataram to fulfill of the
requirement for Sarjana Degree in English Language Education**



by

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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MATARAM
2023**

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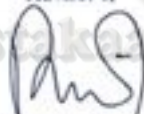
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MOTTO

“And will provide for them from an unexpected source; Allah will be enough for those who put their trust in Him. Allah achieves His purpose; Allah has set a due measure for everything.”

(Q.S At-Talaq: 3)

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DEDICATION



I dedicated this thesis to my greatest parents Sapoan and especially my mother Horiyati who always has honesty sincerity to grow me up, educate, accompany, support, keep struggle, and pray for me without requirement. To myself who always believe in every step and never stop trying. My lovely brothers Ripal Iswandi and M. Kholil Akbar. To all of my friends and for all of my best friends Wanda Aura Nuria, Lovia Sriwardaningsih Mulyana, Maulina Zuhara, Maliatul Isnaini, Fatimatuzzohrah, Baiq Arum Yunita, Baiq Anisa Rahmawati and Nurul Qorin who always help me and supported me when doing this thesis.

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Finally, the researcher realizes that this thesis might still need some improvements. Therefore, the researcher hopes this thesis will be useful for all readers.

Mataram, 14 September 2023

The researcher

Sila Rahmawati

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ABSTRACT

This study was aimed to find out students' perception on using vlog to improve speaking skill at the second grade of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat in Academic Year 2021/2022. This research was mix-method research. The participants of this research were the second-grade students of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat which was class VIII B, totaling 40 students. The technique used in taking the sample was descriptively. The instrument used to collect the data was questionnaire adopted from Novita Lestari. The belief of the students is that vlogging can assist in improving English speaking skills by involving the recording of oneself speaking, the subsequent review of these recordings, and the enhancement of self-confidence in public speaking. The results suggest various levels of agreement and disagreement on different aspects related to speaking skills. So, it can be concluded that there was a significant effect of using vlog to improve students' speaking skill at the second grade of MTs-Pi Al-Ishlahuddiny.

Keywords: *Vlog (video blogging), Speaking*

**PERSEPSI SISWA TERHADAP PENGGUNAAN VLOG UNTUK
MENINGKATKAN KETERAMPILAN BERBICARA DI KELAS II
MTs-Pi AL-ISHLAHUDDINY KEDIRILOMBOK BARAT TAHUN
PELAJARAN 2021/2022**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan vlog untuk meningkatkan keterampilan berbicara di kelas dua MTs-pi Al-Ishlahuddiny Kediri Lombok Barat pada Tahun Pelajaran 2021/2022. Penelitian ini merupakan penelitian metode campuran. Partisipan penelitian ini adalah siswa kelas II MTs-pi Al-Ishlahuddiny Kediri Lombok Barat yaitu kelas VIII B yang berjumlah 40 siswa. Teknik yang digunakan dalam pengambilan sampel adalah deskriptif. Instrumen yang digunakan untuk mengumpulkan data adalah kuesioner yang diadopsi dari Novita Lestari. Keyakinan siswa adalah bahwa vlogging dapat membantu meningkatkan keterampilan berbicara bahasa Inggris dengan melibatkan rekaman pembicaraan seseorang, peninjauan selanjutnya atas rekaman tersebut, dan peningkatan kepercayaan diri dalam berbicara di depan umum. Hasilnya menunjukkan berbagai tingkat persetujuan dan ketidaksepakatan pada berbagai aspek terkait keterampilan berbicara. Jadi, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan vlog untuk meningkatkan keterampilan berbicara siswa kelas II MTs-Pi Al-Ishlahuddiny.

Kata Kunci: *Vlog (video blogging), Berbicara*

CHAPTER I INTRODUCTION

A. Background of Research

Language is a powerful form of communication that is extremely useful in everyday life. Communication is important because it allows us to express ourselves. Because language plays such a crucial role in life, students must learn how to successfully use speaking in their daily conversations or while interacting with others in English.¹

Today's interconnected world, effective communication is essential to achieving success in all endeavors. Communication is facilitated by language. Without employing a language, humans cannot communicate perfectly. Additionally, people are unable to fulfill their goals, ambitions, and objectives without employing the correct terminology to do so.²

Speaking is one of the important skills in the process of language learning. According to Anne Burns, speaking is a highly complex skill that requires simultaneous cognitive, physical, and sociocultural processes. A speaker's knowledge and skill must be quickly activated in real time.³

Burns and Joyce stated that speaking is defined interactivity process of constructing meaning that involves producing, receiving, and processing information. It means that speaking activity produces systematic verbal utterances and processes the information which involves one, two or more people, by producing, receiving, and processing information, ideas, thoughts, or knowledge. The students learn how to use the language especially in English language quickly and confidently without any lack or unconfident with fluency in speaking. In speaking, there are some aspects that are very important and should be concerned by the students if they want to master the

¹Inge Angelica Valimbo, Elysa Hartati, "Vlog to improve students' speaking skill: a classroom action research", *Thesis*, (Yogyakarta: University of Mercu Buana Yogyakarta), P.91.

²Berlinda Mandasari, Dyah Aminatun, "Improving Students' Speaking Performance Through Vlog", *Journal of English Teaching and Research*, Vol. 5, No. 2, October 2020, P.1.

³Burns. A, *Teaching Speaking: A Holistic Approach*, (New York: Cambridge, 2012).

English speaking, such as: vocabulary, intonation, pronunciation, fluency and grammar.⁴

In the era of 21st century, the use of technology takes an important role in teaching and learning process according to Anggareni and Wulanjani.⁵ Learner may be more active in his or her learning by technology and technology has potential to change from passive to active learner. Every learner is familiar by using technology in their daily basis today.

An important new study by the Kaiser Family Foundation demonstrates that students spend far more time enjoying themselves with cell phones and iPods than they do reading or even in the classroom, according to Henderson.⁶ It implies that the students spend a significant portion of their time interacting with the media. Observation revealed that the students treat their device as if it were their soulmate. A video application is installed on their phone. "Video clips provide important visual stimulus for language production and practice, such as settings, emotions, expressions, gesture illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likeness, cartoon, charts, graphs, color, replicas, and reproductions," according to Harmer, Intajuck, and Canning. As a result, the movie is a real thing that can be used to make authentic assessments of a student's English progress.⁷

A form of media is a video blog. The category of audio-visual media known as "video blogs" comprises movies, slide-tapes, television shows, and videos. The same qualities that can improve students' skills, including speaking, can be found in video blogs.

Every English teacher can gain from the use of video blogs to teach speaking in a variety of ways. According to Greenberg and Zanetis, video blogs are a vital medium because they give students the

⁴Burns, A., & Joyce, H, Focus on Speaking. Sydney: *National Center for English Language Teaching and Research*, 1997, P.3.

⁵Anggareni, C.W., & Wulanjani, A.N, "The Roles of Ted Talks and Vlog in Speaking Class: Students' Perspectives", *Jurnal Transformasi*, Vol. 13, No. 1, 2017: 47 – 52. P. 916.

⁶ John M Henderson. Trends in cognitive sciences 7 (11), 498-504, 2003.

⁷ Nurul Afifah, Dewi Lestari. *Linguistic, English Education and Art (LEEA) Journal 3 (1), 61-76, 2019.*

option to repeat, pause, stop, and fast-forward the video until they learn the subject matter completely. Students' involvement and motivation will rise because they can access the video anywhere and practice speaking. They also feel more confident in their ability to learn because they have more control over their own learning pace.⁸

In view of this situation, it is essential to identify media that the students can easily embrace in order to reduce their anxiousness while learning and enhancing their speaking skills. Also, researchers believe that video blogs are one of the best ideas for creating media, specifically for teaching speaking, because they meet these kinds of requirements in the teaching and learning process. In addition to offering a wealth of comprehensive language material that may be used to teach speaking, video blogs inspire their audiences to participate actively and creatively in language acquisition.

According to Jaya, H. P., Petrus, I., & Pitaloka, N. L., the speaking problems were categorized as affected-related problems (self-confidence and anxiety), socially related problems (difficulties to find opportunities to learn English and comprehension in speaking class), and linguistically related problems (fluency, grammar, vocabulary, and pronunciation). The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation.⁹

Furthermore, persuading students to speak in front of others may be the most difficult duty and a challenge for the teacher, as is coming up with unique ideas for media that will attract students to pay attention to the materials. Based on the findings of an observation in a middle school in one of Lombok Barat's regencies. During the learning and teaching process; the teacher had already employed a very good strategy, but the students were still unable to optimize their learning

⁸Greenberg, D. A., & Zanetis J, *The Impact of Broadcast and Streaming Video in Education*, (California: Cisco System Inc. Hung, S.-T, 2012).

⁹Hariswan Putera Jaya, Ismail Petrus, Nova Lingga Pitaloka, "Speaking Performance and Problem Faced by English Major Students at a University in South Sumatera" *Indonesian EFL Journal*, 8(1), 105-112.

potential; they were occasionally preoccupied with their devices, causing them to pay less attention to the topic.

Based on the results of observations and interviews conducted by researchers to students. There are several problems faced by students in learning English, especially speaking, namely: students' scores are still low in this study, most students are very difficult to learn to speak and students' pronunciation is still not good. According to the researcher, these cases are a big problem that must be solved because later there will be further difficulties in speaking lessons in the future. In addition, these difficulties make it difficult for students to achieve success in learning speaking.

Based on the fact of the difficulties above, the researcher is interested to conduct the research in order to know do vlog could improve students' speaking skill at MTs-pi Al-Ishlahuddiny. It is the main reason the researcher chooses this title "Students' Perception on Using Vlog (Video Blog) To Improve Students' Speaking Skill at The Second Class of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat". In this study, the researcher will describe how vlog could improve students' speaking skill.

B. Focus of the Research

Based on the background above, there is one research question that will be answered in this stud, namely:

What is Students' perception on using vlog to improve speaking skill at the second grade of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat?

C. Objectives and Significances of Research

1. Objectives

Related to the focus of study aforementioned, this research has an objective to know students' perception on using vlog to improve speaking skill at the second grade of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat.

2. Significances

The significance of this research is expected to be useful for the academic and practice field such as for researcher, teachers, students and the other researchers.

a. Theoretically

This research is expected to provide knowledge, especially in speaking skills, and can be used as reference material for further research.

b. Practically

1) For the students of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat:

This research can provide awareness about the importance of speaking skills in modern students. Besides that, it can provide motivation to understand material related to speaking skills such as pronunciation, increase vocabulary and others to be able to achieve learning success.

2) For the teachers in MTs-pi Al-Ishlahuddiny Kediri Lombok Barat:

The research hopefully can be used in order to improve the students' speaking skills, to give them motivation, and to make them interested in following English teaching and learning process.

3) For other researchers:

The result of this study might be useful as a reference to conduct future researches that have relation with students' perceptions on using vlog.

D. Scope and Setting of Research

1. Scope

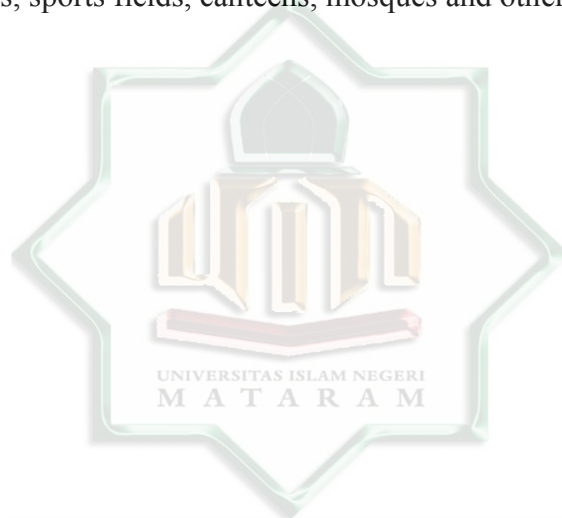
The researcher has restricted her research on English language learning to students of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat in order to prevent misunderstandings. Researchers in this study concentrated on how is students' perception on using vlog. The second-class pupils of MTs-pi Al-Ishlahuddiny Kediri, Lombok Barat, have been chosen by the researcher as the study's topic.

2. Settings of Research

The research will be conducted at MTs-pi Al-Ishlahuddiny Kediri Lombok Barat exactly at the second class of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat, the second-class Students in the academic year 2021/2022. Al-Ishlahuddiny Islamic Boarding School is one of the Islamic boarding schools in West Lombok Regency.

The teaching and learning at this Islamic boarding school use the applicable curriculum plus religious knowledge. There are also school extracurricular activities for students such as karate, basketball, futsal, study groups and others.

Al-Ishlahuddiny Islamic Boarding School has ustad/ustadzah teaching staff and teachers who are competent in their respective fields of study so that they are of high quality and become one of the best Islamic boarding schools in West Lombok Regency. There are also various facilities such as comfortable classrooms, comfortable dormitories, practicum laboratories, libraries, sports fields, canteens, mosques and others.



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CHAPTER II

REVIEW OF LITERATURE AND RESEARCH HYPOTHESIS

A. Review of Previous Research

There are several studies that have been done by the previous researchers on the students' perceptions on using vlog which is used as a reference of this research.

First review is a study conducted by Wiji Astuti with the title: Student's Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau. The objective of this research was to find out how students' perception is towards the usage of vlog to improve the speaking ability of English Education Department students at State Islamic University of Sultan Syarif Kasim Riau. This research was quantitative research with survey design. The population in this research were all semester nine students of English Education Department. Total population in this research were 155 students and the samples were 78 students selected through proportional convenient sampling. In the data collection, the researcher spreaded questionnaire consisted of 11 statement items arranged based on perception indicator. The researcher used descriptive statistics through SPSS 20.00 to analyze the data. Therefore, it can be concluded that the students had positive perception on the usage of vlog to improve the speaking ability of English Education Department Students at State Islamic University of Sultan Syarif Kasim Riau.¹⁰

In comparison with the previous related studies above, this study has some similarities since it has the same independent variable (Student's Perception Towards Using Vlog to Improve Speaking). However, those are differences among each other. This difference is found in the sample of the research where the previous research used 78 semester nine students of English Education Department. In this study used 50 second grade students of MTs-Pi Al-Ishlahuddiny. Furthermore, the place of research also different from previous study.

¹⁰Wiji Astuti, "Students' Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim RIAU", *Thesis*, (Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim RIAU PEKANBARU, 2021).

Second, a study conducted by Mutiara Zakiah with the title: Students' Perception on the Video-making task to Enhance Students' Speaking skill in the Speaking for Academic purposes class. This study aimed to find out students' perceptions on the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class. This study was conducted at the English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. There were 73 participants of sixth-semester students of the English Education Study Program participating in the study. To answer the formulation of the problem of this study, the researcher used an explanatory sequential mixed-method approach. The data of this study were obtained from 30 items of a close-ended questionnaire and 12 open-ended questions of the interview. The result of this study indicated that most of the students had good perceptions of the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class. Students thought that video-making tasks were good opportunities for them to train and improve their speaking skills, especially in a formal way.¹¹

In comparison with the previous related studies above, this study has some similarities since it has the same independent variable (Student's Perception Towards Using Vlog to Improve Speaking). However, those are differences among each other. This difference is found in the research design where the previous research used explanatory sequential mixed-method approach. This study used descriptive statistics. Then, the sample of the research where the previous research used 73 participants of sixth-semester students of the English Education Study Program. In this study used 50 second grade students of MTs-Pi Al-Ishlahuddiny. Furthermore, the place of research is also different from previous study.

The last, a study conducted by Setia Wati with the title: Students' perception on the Influence of using Vlog (Video Blog) as the learning media to improve Speaking skill. The objectives of this research were: 1) to know what students' experiences of using video

¹¹Mutiara Zakiah, "Students' Perception on the Video-making Tasks to Enhance Students' Speaking skill in the Speaking for Academic purposes class", *Thesis*, (Faculty of Teacher Training and Education Sriwijaya University, 2022).

blog to improve speaking skill and 2) to describes how does the use of vlog influence students' speaking skill. The samples were 5 students of English Department of UIN Ar-raniry, who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students' experiences in the use of video blog and students' influences to use it, while the data came from the students' interview. The results showed that learning using video blogs can improve students' speaking skills such as improving their pronunciation, getting new vocabulary, and increasing their self-confidence. Based on these results, it can be concluded that students have good speaking skills by using video blog as the learning media.¹²

In comparison with the previous related studies above, this study has some similarities since it has the same independent variable (Student's Perception Towards Using Vlog to Improve Speaking). However, those are differences among each other. This difference is found in the research design where the previous research used purposeful sampling technique. In this study used descriptive statistics. Furthermore, the subject, sample and place of research are different from previous studies. This research focused on students' perception on using vlog to improve speaking skill.

B. Theoretical Bases

1. Students' Perception

The Latin sources of the word perception indicate "receiving, collecting, and activity of taking possession, apprehension with the mind or senses, and perception is the first step in social cognition, generally known as perception theory. "Thought to be the initial stage of perception."¹³

Perception is a response to the knowledge-creating process in the brain that is activated by the environment through the senses. According to Hock, Schöner and Gilroy, perception is a process of

¹²Setia Wati, "Students' perception on the Influence of using Vlog (Video Bloh) as the Learning Media to improve Speaking skill", *Thesis*, (Faculty of Teacher Training and Education BANDA ACEH, 2021).

¹³Setia Wati, "Students' perception on the Influence of using Vlog (Video Blog) as the Learning Media to improve Speaking skill" *Thesis*, (Faculty of Teacher Training and Education BANDA ACEH, 2021), P. 12.

understanding knowledge that involves an interaction between environment and cognition.¹⁴ To detect and understand what people have learned through empirical knowledge, the mind needs sensory inputs from the outside world. People may also use their information to establish a point of view or take a particular course of action. According to François Champoux, as a cognitive process, perception enables people to comprehend information from their senses. When something is seen, heard, smelled, or tasted, a person can describe it.¹⁵

Rangkuti states that "perception is defined as the process by which individuals choose to organize, to interpret stimuli received through the senses tool, into a meaning." In actuality, effective communication skills are crucial for both future professional success and academic performance. Speaking ability is related to students' communication skills, which must be fostered in every school through both oral and writing communication. As a crucial component of communication, speaking is a language skill that students should be proficient in. It is a routine activity for people, and language allows us to communicate and exchange thoughts with others.¹⁶

The researcher can infer from the previous explanation that perception is a way of perceiving or understanding something, or consciousness or information acquired through the senses. In addition, perception is the ultimate consequence of opinion and belief based on experience to understand things around.

2. Vlog

Vlog is an acronym for "video blog." In the past, we only knew blogs as a way to write on the web, but the current trend has changed to a more contemporary method through vlogs.

¹⁴ Hock, H. S., Schöner, G., & Gilroy, L. A. (2009). A counterchange mechanism for the perception of motion. *Acta Psychologica*, 132, 1-21.

¹⁵ François Champoux, Short-Term Visual Deprivation Improves the Perception of Harmonicity. *Journal of Experimental Psychology: Human Perception and Performance* 2013 American Psychological Association 2013, Vol. 39, No. 6, 1503–1507.

¹⁶ Rangkuti, F. (2002). *Measuring customer satisfaction*. Jakarta: PT. Gramedia Pustaka Utama.

The term "vlog" (also known as "video blog"), which is derived from the word "blog"¹⁷, refers to a type of blog in which users create their own video series, upload them to the Internet after making optional edits, and allow other users to comment and vote on them.¹⁸ The most notable aspect of vlogs, in a broad sense, is that a person records his or her personal experiences and shares them as videos. It differs from the randomly shot videos (commercials, movies, news, etc.) in this regard. Users can share their vlogs on a variety of websites, including Facebook, Vimeo, Dailymotion, YouTube, and more.¹⁹ The term "vlogger" refers to the individuals who create videos, and all of their sharings are chronologically recorded in their vlogs (i.e., in their YouTube channels).²⁰ The fact that vlogs have grown to be a popular means for people to express their "moments" relating to their views, opinions, and lives also caught the researchers' attention.²¹

According to Maulidah, 2017 The term "vlog" refers to a video component that offers a series of internet broadcasts that allow anyone to develop and publish material and sees it as video collections that act as a communication tool as well as an audiovisual life documentary. Students that are creative with technology can benefit much from using vlog media. especially with the assistance of the school, which has adequate internet and technological infrastructure.²²

Perpustakaan UIN Mataram

¹⁷ Jackson, B., & Wallin, J. (2009). Rediscovering the back and forthness of rhetoric in the age of YouTube. *College Composition and Communication*, 61(2), 374–396.

¹⁸ Gao, W., Yonghong, T., Tiejun H., & Qiang Y. (2010). Vlogging: A survey of videoblogging technology on the web. *ACM Computing Surveys (CSUR)*, 42(4), 15.

¹⁹ Mogallapu, A. (2011). Social network analysis of the video bloggers' community in YouTube. (Unpublished MA thesis), Missouri University of Science and Technology, Columbia, United States.

²⁰ Herring, S. C., L. A. Schreit, Bonus, S., & Wright, E. (2005). Weblogs as a bridging genre. *Information, Technology & People*, 18(2), 142–71.

²¹ Lange, P. G. (2014). Kids on YouTube: Technical identities and digital literacies. Walnut Creek, CA: Left Coast Press.

²² Maulidah, I. (2017). The mean to improve Students' speaking ability, Muhammadiyah University of Gresik

A person who frequently publishes a series of videos on the internet in which they document their thoughts, experiences, or discuss a particular topic is said to be keeping a vlog.

Vlogs are considered video collections that serve as both an audiovisual life documentary and a means of communication. They are defined as the video component that offers a series of internet broadcasts that allow anyone to create and share material.²³

Vlogs are a kind of applied technology that can be used effectively in the teaching and learning process, particularly when it comes to speaking ability development. A large space is provided by vlogs to direct and instruct individuals who are learning to talk. In this situation, the student is able to create any speaking topic they desire and talk without inhibition or concern for potential grammatical errors. The learner is also anticipated to be able to learn spoken English through vlogs without constantly relying on his or her teacher or professor. Anywhere, at any time, a learner can create a vlog and publish it to any social media platform for public sharing.

When creating vlogs, students put construct talks that must adhere to proper pronunciation and grammar. In addition to having clear pronunciation, English speakers must also use proper grammar.²⁴ Learners will also speak during the recording process without reading the content. The learners are forced to memorize the text as a result of this approach. Additionally, because they must perform spontaneously, students are urged to avoid stiffness in front of the camera. As a result, there are four benefits to this learning process: preparing the text, speaking with the right pronunciation, memorization, and speaking and acting like a native speaker of the target language. The students should gain knowledge of creating

²³Ahmad Farda Muzakki and Yani Awalia Indah, "Students' Perception on the use of Vlog in Facilitating students' Speaking skill in Solihuddin Senior High School, THAILAND" *English Journal*, Vol. 13, No. 1, March, 2019, pp. 51-61.

²⁴Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(3), 240–251. <https://doi.org/10.34050/els-jish.v1i3.5028>

useful videos for learners with disabilities.²⁵ Students are expected to record and present themselves in the video blog project, along with their thoughts on the specified topic or questions.

Students that are creative in their use of technology benefit greatly from using vlog media. especially with the aid of the school, which has appropriate internet and technological infrastructure. Students can utilize their creativity when utilizing vlogs to create videos that they can upload to the YouTube software and share with anyone who might be interested in seeing them.

The benefits of employing video, as stated by Hossain and Quinn, include the following:

- a. Accessible. One of the benefits of the blog that most students cited was its accessibility from any location at any time.
- b. Alternative Source. The students think that the blogging activity was a different way to find new or simpler answers to their concerns.
- c. Collaborative. The class's blogging assignment was viewed by the students as a cooperative forum for productive conversation with the teacher and other students.
- d. Enjoyable. The students think the blogging activity was a fun educational tool.
- e. Encouraging. The blogging activity served as a method of self-motivation for the students.
- f. Technology Savvy. The blogging activity not only demanded a certain amount of technological proficiency from students, but it also helped many of them increase their level of proficiency.

According to research by Sun Yu-Chih, there are many stages to vlogging activity. Each stage has a distinct goal and a set schedule of tasks.²⁶

- a. Conceptualizing

The first stage is conceptualizing in which it is involved in making plan of vlogs. Sun Yu-chih in his research found that

²⁵ Baylen, D. M., & D'Alba, A. (2015). *Essentials of Teaching and Integrating Visual and Media Literacy: Visualizing Learning*. Springer.

²⁶Sun, Yu-Chih., *Voice Blog: An Exploratory Study of Language Learning*, *Journal of Language Learning & Technology*, Vol. 13, No. 2, 2009, pp. 88-103.

the most difficult things faced by the students is when they tried to decide a certain topic. Jon Watkins claims that it will be effective if the teacher provides several topics or question as options for students before making vlog.²⁷ Some examples can be:

- 1) A general self-introduction
- 2) A how-to demonstration of something the student is good at or a meal he or she is skilled at preparing
- 3) An interview (and simultaneous translation) of an L1 friend or family member
- 4) An introduction of a pet
- 5) A trip to a favorite neighborhood place (if the student is using a smart phone or laptop)
- 6) Anything related to content being discussed in class, or a reaction to assigned reading

b. Brainstorming

Students start to develop their ideas for vlogs during the brainstorming stage, including what they want to say in the video. They create a script and translate it from Bahasa Indonesia, the host language, to the intended language (English). It is a continuation of the prior stage with tangible results and is subject to a particular theme.

c. Articulation

In other words, we may define articulation as the action of students practicing their speaking actions before filming them. Before uploading the video, editing can be done in some way. They can also add an image, a song, some phrases, or anything else that will make the video more engaging. As a result, they really show off their creative and communication skills at this stage.

d. Monitoring

Monitoring and articulation appear to be carried out simultaneously. Students should review the video's content to

²⁷Watkins, Jon., Increasing Student Talk Time through Vlogging. *Language Education in Asia*, Vol. 3, No. 2, 2012, 196-203, Retrieved at 9th January 2017 from <http://dx.doi.org/10.5746/LEiA/12/V3/I2/A08/Watkins>.

determine whether it is appropriate and already covers the criteria outlined in the teacher's rubric before posting it. Students watch the video again to double-check it after posting is complete.

e. Evaluating

The students work on a project-related task as part of this stage's self-correction. They could even invite their friends to comment on it. They may rewrite a vlogging if they discovered errors in terms of meaning, form, or other factors.

3. Speaking

a. The Definition of Speaking

One of the abilities that students must master when learning English is speaking. It is regarded as the hardest of four skills that required complicated processes.²⁸ Students must be able to vocally and in writing express themselves in order to master this talent. The pupils' passivity when learning speaking techniques is the issue the writer, an English instructor, encounters. Almost all pupils experience anxiety when speaking English or even just uttering one or two lines. Speaking is a skill that has to be practiced more, according to Conley.²⁹ It is important to teach "speaking," and the English teacher keeps doing so as an additional exercise in activity repetition or text/dialogue memory. Today's environment, however, requires that the goal of teaching expression should be to improve students' communication skills because only in this way can they express themselves and comprehend how to abide by the appropriate social and cultural rules in every communication.

According to Brown, speaking is a skill that one uses to communicate in daily life, whether within or outside of the classroom. Speaking is a social activity that involves two or more people. Both the listeners and the speakers must pay attention to what they are saying and speak quickly in order to participate. In other words, speaking is a skill that is used outside of the

²⁸ Usó-Juan, E., & Martínez-Flor, A. (2008). Current Trends in the Development and Teaching of the four Language Skills. Walter de Gruyter.

²⁹ Conley, D. T. (2013). Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know. John Wiley & Sons.

classroom to be able to communicate and form relationships with others.³⁰

Speaking is one of the fundamental abilities that students should be able to acquire because it is crucial for them to communicate both inside and outside of the classroom. As stated by Brown, this description of speaking abilities emphasizes three key concepts. First, by productive skill, we mean the capacity of a person to actively produce language by coordinating the voice cords, larynx, pharynx, lips, tongue, and other speech organs. Second, to communicate meaning means to deliver ideas and experiences in verbal communication with the intention of giving the listener the speaker's intended meaning. Thirdly, the ability to be directly and empirically observed denotes the ability to directly hear, see, and empirically measure the application of speaking in the speaking process by examining the accuracy and effectiveness of the speaker.³¹

Speaking involves producing, receiving, and processing information, making it an interactive system of constructing. Students need to understand the basics of language and have the capacity to process language in conversation in order to effectively transmit meaning. Understanding the language component will aid the student in achieving the objective of effective communication.

Harmer believes that being able to speak fluently requires more than just a solid grasp of linguistic principles—it also requires the ability to process both language and information. This indicates that speaking requires the capacity to process information or ideas as well as the knowledge of language's

³⁰Ririn Rianingsih, “The teacher strategies in overcoming student’ difficulties in speaking at english intensive program of MA An-Nur Cirebon”, *Thesis*, (Faculty Teacher Training and Education State institute for islamic studies Syekh Nurjati, 2015), P.10.

³¹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: A Person Education Company, 2001), 2nd Ed, p.140

properties. Learning to communicate effectively requires not simply developing speaking and listening abilities.³²

According to another definition from Harmer, human communication is a very complex and constantly evolving phenomenon, and it is my goal to study all of it. Widdowson asserts that speaking is an oral communication method that conveys information and consists of two main parts: the speaker who conveys the message and the listener who receives it.³³

Public speaking is frequently brought up when speaking skills are discussed. However, speaking is much more than that. Increased views focus either on speaking in terms of its fundamental skills needed in daily communication like reserving a room, giving directions, etc., or they explain speaking in terms of communication realized to achieve specific aims, e.g., to inform, to seek for explanations, etc.³⁴

The researcher can infer from the previous explanation that speaking is a form of verbal communication that involves both the sender and the receiver so that they can give feedback to one another.

b. The Importance of Speaking Skills

In the world today, effective communication is essential for success in all areas. The use of language in communication is common. Without the use of a language, perfect communication is not possible between people. Everywhere in the world, language is used for communication. Without language, it is difficult to communicate. People cannot effectively communicate in the global community if they do not speak the appropriate language. In order to connect with people who, live in different

³²Nurhadiah Fitri, "An analysis on students' difficulties in speaking english at islamic senior high school Kotabaru Seberida", *Thesis*, (Faculty Teacher Training and Education State islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2019), P. 8.

³³Sriwahyuningsi, "using communicative language teaching approach to improve students' speaking ability", *Thesis*, (Faculty Teacher Training and Education Muhammadiyah Universities of Makassar, 2019), P. 7-8.

³⁴ James Edward Thomas, *English Language and Literature and Teaching English Literature for Secondary School*, Thesis, (Department of English and American Studies of Masaryk University Faculty of Art, 2011), p.17

countries throughout the world, English is utilized as an international language by people all over the world. Therefore, it is crucial to grasp English speaking.

c. Components of Speaking

It is imperative to understand the speaking components in order to assess students' speaking abilities. Furthermore, the fundamental components of an emotive speech are knowledge, confidence, and delivery style. As a result, some experts have different opinions on the speaking components. Speaking is a challenging skill since, at the very least, it involves four additives: grammar, vocabulary, pronunciation, and fluency.

1) Grammar

In addition to learning English, learning grammar is essential, especially during speaking. Speaking or understanding English more accurately can be helped by understanding grammar.

Speaking and grammar are closely related. Grammar teaching is essential since it will help speaking become more focused on following linguistic norms. Grammar is a tool that can be used in conjunction with a strong command of vocabulary and phrases to communicate English. Barbara Dykes claims in her book *Grammar for everyone* that the most basic comprehension of grammar. She asserts that "grammar is a language to talk about language" because it teaches us communication skills.³⁵ Studying grammar and language come synonymously, started with vocabulary and all of its uses, sentence structures, idioms, and meanings.

2) Vocabulary

According to Hornby, a vocabulary is a group of words that have been put together in a meaningful way. It is impossible to separate vocabulary from the four language abilities of reading, writing, speaking, and listening. Speaking skills can be significantly enhanced by increasing one's

³⁵Barbara Dykes, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*, (ACER Press; Illustrated edition, 2007).

vocabulary. Students will struggle to communicate in English if they lack a limited vocabulary. Therefore, in order to communicate successfully, it is essential to maintain a proper quantity of English vocabulary.³⁶

3) Pronunciation

For language clarity when speaking, pronunciation is essential. Clear language can be produced through good pronunciation. The Oxford Dictionary defines pronunciation as "the way in speaking another language or a particular word or sound." Because learning and communication English words can have terrible consequences, pronunciation in English is essential. A word can be misunderstood perhaps if one consonant or vowel is pronounced incorrectly.

4) Fluency

Fluency is characterized as how quickly and what kind of a learner speaks without a typical pause as a result of pointless repeats, self-corrections, and phony starts that have evolved in order to manage the actual time processing. Fluency is essential for success since it allows you to communicate without hesitation. Speaking fluently is another way to characterize fluency. Fluency is the potential of English language learners to communicate in a clear and understandable manner with others in order to build effective communication.

³⁶Achril Zalmansyah, "Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris", *IJIELT Journal*, Vol. 9, No. 2, November 2013, P. 264.

CHAPTER III RESEARCH METHOD

A. Approach and Type of Research

In this study, the researcher uses descriptive in the form of survey. According to Nunan, descriptive in form of survey is Commonly, the purpose of a survey is to gather information about conditions, attitudes, and events at a time. The survey seeks to investigate opinion, perception, psychological and sociological construct.³⁷

B. Participants of the Study

The participants of this study are the second-grade students of MTs-Pi Al-Ishlahuddiny Kediri Lombok Barat in Academic Year 2021/2022. The number of participants in this study are 40 students.

C. Research Instrument

In this study, the instrument uses to collect the data is a questionnaire adopted from Novita Lestari.³⁸ The items in this questionnaire are divides into four categories related to the speaking skill, namely *grammar, vocabulary, pronunciation, and fluency*. Each category was assessed by the students in the four scales, namely *strongly agree, agree, strongly disagree, disagree*.

D. Data Collection

The data will be collected by asking the students to give an answer or assessment to each item on the questionnaire using one of the four scales that has been mentioned. After the questionnaires were filled by the students, the researcher made calculation based on the percentage of each item.

E. Technique of Data Analysis

The data collected from questionnaire will be analyzed descriptively. When data collected from a questionnaire is analyzed descriptively, it means that statistical measures and techniques are used to summarize and describe the key features of the data.

³⁷ Nunan, David, (1992). *Research Methods in Language Learning*. New York: Cambridge University Press, p. 140.

³⁸ Lestari, N. (2019). Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915–925.

Descriptive analysis helps to understand the characteristics of the data, such as the central tendency, dispersion, shape of the distribution, and other important aspects.

Descriptive analysis is a useful tool for understanding and interpreting the data collected from a questionnaire. It provides a concise and accurate summary of the key features of the data, which can be used to draw meaningful conclusions and insights from the data. In this case, the percentage is the average score of each item in the questionnaire. The average percentage of the student's answer on the questionnaire became the answer to the students' perceptions on using vlog.

F. Trustworthiness

The validity of the data is analyzed to demonstrate that the research was actually conducted as a systematic inquiry and to evaluate the results. is a method to apply or use in order to verify the accuracy of data. Furthermore, credibility, transferability, dependability, and conformability are among the quality criteria or trustworthiness in qualitative research. Confidence in the veracity of the study's findings is referred to as credibility. While transferability refers to how far the research's findings can be applied. The degree of consistency of the results is thus referred to as dependability. Contrarily, conformability refers to the objectivity of the results. There are also different kinds of triangulation, such as source triangulation, time triangulation, theory triangulation, and instrument triangulation. The researcher will employ a methodology or method in this study.

Method or technique triangulation consists of questionnaire and interview. The informant in this research is the second class of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat. By using questionnaire, the researcher will get the data about students' perceptions on using vlog. The last is interview. Interview will guide the researcher to get deep information about students' perceptions on using vlog personally.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

This research aims to find out Students' perception on using vlog to improve speaking skill. Second grade Students' at MTs-Pi AL-Ishlahuddiny were selected as a subject of this research, it was consisted of 40 Students. This study used questionnaire to collect data. There are 20 questions of speaking skill and vlog. There are divided into 2 tables. Table 1 consist of 11 questions about students' general perceptions on speaking. The second table consist of 9 questions about students' speaking challenges using vlog.

Table 1 General Perception on Speaking

No.	General Perception on Speaking	Strongly agree	Agree	Disagree	Strongly disagree
1.	I feel comfortable speaking in public	10%	20%	62.5%	7.5%
2.	I feel nervous or anxious when I have to speak in front of many people	30%	55%	15%	0%
3.	I find it difficult to strike up a conversation with people I don't know	37.5%	40%	20%	2.5%
4	I feel easily distracted or lose focus when talking to other people	17.5%	57.5%	15%	10%
5.	I believe that	15%	80%	5%	0%

	listening to other people's speeches or presentation can help to improve my speaking skills				
6.	I believe that learning new vocabulary can help me speak more fluently	35%	65%	0%	0%
7.	I find it challenging to choose the right words when speaking	7.5%	72.5%	15%	5%
8.	I believe that learning a foreign language can help improve my speaking skills in my native language	27.5%	55%	17.5%	10%
9.	I experience difficulty in structuring sentence or using proper grammar when speaking	15%	52.5%	32.5%	0%
10.	I find it difficult to pronounce certain words	20%	47.5%	25%	7.5%
11.	I feel that I have good fluency in speaking	12.5%	47.5%	35%	5%

Table 1 shows that more than half of the respondents (62.5%) perceived feeling comfortable speaking in public as disagree. The table also reveals that feeling nervous or anxious when speaking in front of many people was the most frequently selected item, with (55%) of the respondents identifying it as agree. Finding it difficult to strike up a conversation with people they don't know (40%) and feeling easily distracted or losing focus when talking to other people (15%) were both disagree. Believing that listening to other people's speeches or presentations can help improve speaking skills (80%), believing that learning new vocabulary can help speak more fluently (65%), finding it challenging to choose the right words when speaking (72.5%), believing that learning a foreign language can help improve speaking skills in their native language (55%), experiencing difficulty in structuring sentences or using proper grammar when speaking (52.5%), finding it difficult to pronounce certain words (47.5%), and feeling that they have good fluency in speaking (47.5%) were all agree.

Table 2 Students' Speaking Challenge Using Vlog

No.	Students' Speaking Challenge Using Vlog	Strongly agree	Agree	Disagree	Strongly disagree
1.	I believe that recording myself speaking and then reviewing the recordings can help me improve my speaking skills	20%	57.5%	22.5%	0%
2.	I believe that vlogging helps boost self-confidence when	17.5%	60%	15%	7.5%

	speaking in public				
3.	I believe that vlogging helps improve speaking skills in English	20%	50%	15%	15%
4	I believe that consistently creating vlogs can help enhance overall speaking abilities	22.5%	52.5%	17.5%	7.5%
5.	I believe that vlogging can help improve speaking skills in front of camera	15%	57.5%	20%	7.5%
6.	I believe that reading and watching materials related to the topic being discussed can help improve speaking skills	32.5%	60%	2.5%	5%
7.	I believe that watching vlogs can help improve speaking skills	20%	70%	7.5%	2.5%
8.	I believe that choosing interesting topics in vlogs can help enhance	30%	47.5%	10%	12.5%

	creativity in speaking				
9.	I believe that providing feedback on vlogs created by others can help improve speaking skills	35%	47.5%	15%	2.5%

As indicated in Table 2, the respondents believe that recording themselves speaking and then reviewing the recordings can help improve their speaking skills (57.5%), and this was agreed upon by the respondents. More than half of the respondents also perceived that vlogging helps boost self-confidence when speaking in public (60%). The respondents believe that vlogging helps improve speaking skills in English (50%), and they also believe that consistently creating vlogs can help enhance overall speaking abilities (52.5%). Furthermore, the respondents believe that vlogging can help improve speaking skills in front of the camera (57.5%). They also believe that reading and watching materials related to the topic being discussed can help improve speaking skills (60%), and this was agreed upon as well. Additionally, the respondents believe that watching vlogs can help improve speaking skills (70%). They also believe that choosing interesting topics in vlogs can help enhance creativity in speaking (47.5%), and providing feedback on vlogs created by others can help improve speaking skills (47.5%), which was also agreed upon by the respondents.

B. Discussion

This research is to find out the students' perception on using vlog to improve speaking skill at the second grade of MTs-pi Al-Ishlahuddiny Kediri Lombok Barat in Academic Year 2021/2022. In these findings, the research reduces data, finds the important points related to the findings. Then, the researcher displays it into tables and writes the chart's result descriptively. Based on the findings from questionnaire, the researcher finds some data results, as follow:

A. I feel comfortable speaking in public

The result of the questionnaire shows that from 40 respondents, there are 25 responses or 62.5% said "disagree", 8 responses or 20% said "agree", 3 responses or 7.5% said "strongly disagree". 4 responses. or 10% said "strongly agree". It can be said that most students having uncomfortable speaking in public.

B. I feel nervous or anxious when I have to speak in front of many people

The result of the questionnaire shows that from 40 respondents, there are 22 responses or 55% said "agree", 6 responses or 15% said "disagree", 12 responses or 30% said "strongly agree", 0 response, or 0% said "strongly disagree". It can be said that most students feel nervous or anxious when they have to speak in front of many people.

C. I find it difficult to strike up a conversation with people I don't know

The result of the questionnaire shows that from 40 respondents, there are 16 responses or 40% said "agree", 8 responses or 20% said "disagree", 15 responses or 37.5% said "strongly agree", 1 response, or 2.5% said "strongly disagree". It can be said that most students find it difficult to strike up a conversation with people they don't know.

D. I feel easily distracted or lose focus when talking to other people

The result of the questionnaire shows that from 40 respondents, there are 23 responses or 57.5% said "agree", 6 responses or 15% said "disagree", 7 responses or 17.5% said

“strongly agree”, 4 responses, or 10% said “strongly disagree”. It can be said that most students feel easily distracted or lose focus when talking to other people.

- E. I believe that listening to other people’s speeches or presentation can help to improve my speaking skills

The result of the questionnaire shows that from 40 respondents, there are 32 responses or 80% said “agree”, 2 responses or 5% said “disagree”, 6 responses or 15% said “strongly agree”, 0 response, or 0% said “strongly disagree”. It can be said that most students believe that listening to other people’s speeches or presentation can help to improve my speaking skills.

- F. I believe that learning new vocabulary can help me speak more fluently

The result of the questionnaire shows that from 40 respondents, there are 26% responses or 65% said “agree”, 0 response or 0% said “disagree”, 14 responses or 35% said “strongly agree”, 0 response, or 10% said “strongly disagree”. It can be said that most students believe that learning new vocabulary can help them speak more fluently.

- G. I find it challenging to choose the right words when speaking

The result of the questionnaire shows that from 40 respondents, there are 29 responses or 72.5% said “agree”, 6 responses or 15% said “disagree”, 3 responses or 7.5% said “strongly agree”, 2 responses, or 5% said “strongly disagree”. It can be said that most students find it challenging to choose the right words when speaking.

- H. I believe that learning a foreign language can help improve my speaking skills in my native language

The result of the questionnaire shows that from 40 respondents, there are 22 responses or 55% said “agree”, 7 responses or 17.5% said “disagree”, 11 responses or 27.5% said “strongly agree”, 4 responses, or 10% said

“strongly disagree”. It can be said that most students believe that learning a foreign language can help improve my speaking skills in my native language

- I. I experience difficulty in structuring sentence or using proper grammar when speaking

The result of the questionnaire shows that from 40 respondents, there are 21 responses or 52.5% said “agree”, 13 responses or 32.5% said “disagree”, 6 responses or 15% said “strongly agree”, 0 response, or 0% said “strongly disagree”. It can be said that most students experience difficulty in structuring sentence or using proper grammar when speaking.

- J. I find it difficult to pronounce certain words

The result of the questionnaire shows that from 40 respondents, there are 19 responses or 47.5% said “agree”, 10 responses or 25% said “disagree”, 8 responses or 20% said “strongly agree”, 3 responses, or 7.5% said “strongly disagree”. It can be said that most students find it difficult to pronounce certain words.

- K. I feel that I have good fluency in speaking

The result of the questionnaire shows that from 40 respondents, there are 19 responses or 47.5% said “agree”, 14 responses or 35% said “disagree”, 5 responses or 12.5% said “strongly agree”, 2 responses, or 5% said “strongly disagree”. It can be said that most students feel that they have good fluency in speaking.

- L. I believe that recording myself speaking and then reviewing the recordings can help me improve my speaking skills

The result of the questionnaire shows that from 40 respondents, there are 23 responses or 57.5% said “agree”, 9 responses or 22.5% said “disagree”, 8 responses or 20% said “strongly agree”, 0 response, or 0% said “strongly disagree”. It can be said that most students believe that

recording myself speaking and then reviewing the recordings can help me improve my speaking skills.

- M. I believe that vlogging helps boost self-confidence when speaking in public

The result of the questionnaire shows that from 40 respondents, there are 24 responses or 60% said “agree”, 6 responses or 15% said “disagree”, 7 responses or 17.5% said “strongly agree”, 3 responses, or 7.5% said “strongly disagree”. It can be said that most students believe that vlogging helps boost self-confidence when speaking in public.

- N. I believe that vlogging helps improve speaking skills in English

The result of the questionnaire shows that from 40 respondents, there are 20 responses or 50% said “agree”, 6 responses or 15% said “disagree”, 8 responses or 20% said “strongly agree”, 6 responses, or 15% said “strongly disagree”. It can be said that most students believe that vlogging helps improve speaking skills in English.

- O. I believe that consistently creating vlogs can help enhance overall speaking abilities

The result of the questionnaire shows that from 40 respondents, there are 21 responses or 52.5% said “agree”, 7 responses or 17.5% said “disagree”, 9 responses or 22.5% said “strongly agree”, 3 responses, or 7.5% said “strongly disagree”. It can be said that most students believe that consistently creating vlogs can help enhance overall speaking abilities.

- P. I believe that vlogging can help improve speaking skills in front of camera

The result of the questionnaire shows that from 40 respondents, there are 23 responses or 57.5% said “agree”, 8 responses or 20% said “disagree”, 6 responses or 15% said “strongly agree”, 3 responses, or 7.5% said “strongly

disagree”. It can be said that most students believe that vlogging can help improve speaking skills in front of camera.

- Q. I believe that reading and watching materials related to the topic being discussed can help improve speaking skills

The result of the questionnaire shows that from 40 respondents, there are 24 responses or 60% said “agree”, 1 response or 2.5% said “disagree”, 13 responses or 32.5% said “strongly agree”, 2 responses, or 5% said “strongly disagree”. It can be said that most students believe that reading and watching materials related to the topic being discussed can help improve speaking skills.

- R. I believe that watching vlogs can help improve speaking skills

The result of the questionnaire shows that from 40 respondents, there are 28 responses or 70% said “agree”, 3 responses or 7.5% said “disagree”, 8 responses or 20% said “strongly agree”, 1 response, or 2.5% said “strongly disagree”. It can be said that most students believe that watching vlogs can help improve speaking skills.

- S. I believe that choosing interesting topics in vlogs can help enhance creativity in speaking

The result of the questionnaire shows that from 40 respondents, there are 19 responses or 47.5% said “agree”, 4 responses or 10% said “disagree”, 12 responses or 30% said “strongly agree”, 5 responses, or 12.5% said “strongly disagree”. It can be said that most students believe that choosing interesting topics in vlogs can help enhance creativity in speaking.

- T. I believe that providing feedback on vlogs created by others can help improve speaking skills

The result of the questionnaire shows that from 40 respondents, there are 19 responses or 47.5% said “agree”, 6 responses or 15% said “disagree”, 14 responses or 35%

said “strongly agree”, 1 response, or 2.5% said “strongly disagree”. It can be said that most students believe that providing feedback on vlogs created by others can help improve speaking skills.

The research findings indicated that the students showed an improvement of their speaking skill. The students’ improvement was supported by the result of questionnaire. This research was conducted in two meetings. The first meeting was observation. This meeting aimed to find out the students’ knowledge about vlog. The second meeting were giving questionnaire to the students.

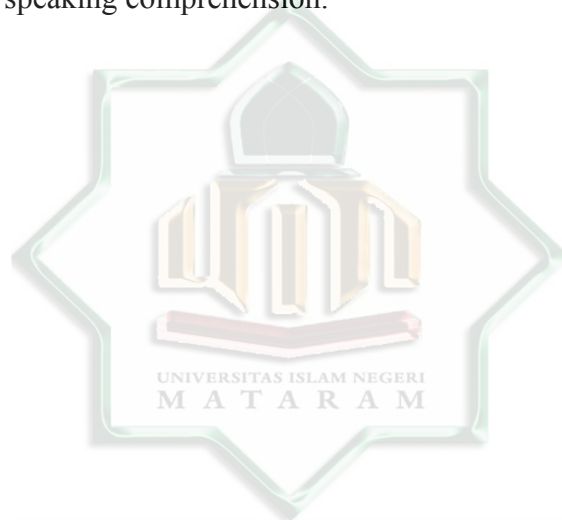
Moreover, the result of this research was in line with the previous research finding by Wiji Astuti. The population in this research were all semester nine students of English Education Department. In the data collection, the researcher speeded questionnaire consisted of 11 statement items arranged based on perception indicator. Therefore, it can be concluded that the students had positive perception on the usage of vlog to improve the speaking ability of English Education Department Students at State Islamic University of Sultan Syarif Kasim Riau.

A study conducted by Mutiara Zakiah with the title: Students’ Perception on the Video-making task to Enhance Students’ Speaking skill in the Speaking for Academic purposes class. This study aimed to find out students’ perceptions on the video-making tasks to enhance students’ speaking skill in the Speaking for Academic Purposes class. The result of this study indicated that most of the students had good perceptions of the video-making tasks to enhance students’ speaking skill in the Speaking for Academic Purposes class. Students thought that video-making tasks were good opportunities for them to train and improve their speaking skills, especially in a formal way.

A study conducted by Setia Wati with the title: Students’ perception on the Influence of using Vlog (Video Blog) as the learning media to improve Speaking skill. The method of the research concerned to the students’ experiences in the use of video blog and students’ influences to use it, while the data came from the students’ interview. The results showed that learning using video blogs can

improve students' speaking skills such as improving their pronunciation, getting new vocabulary, and increasing their self-confidence. Based on these results, it can be concluded that students have good speaking skills by using video blog as the learning media.

From the previous researches' findings above, it was found that vlog was effective and significant as a media to teaching speaking. In the first research findings, vlog was effective and significant to improve students' speaking skill. While, in this research is focused to improve speaking skill in terms of speech. In the second and third research findings, vlog was effective and significant to improve students' speaking comprehension.



Perpustakaan UIN Mataram

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the use of vlog was effective to improve students' speaking skill. It is proved by the students' perception of speaking skill and public speaking. The belief of the students is that vlogging can assist in improving English speaking skills by involving the recording of oneself speaking, the subsequent review of these recordings, and the enhancement of self-confidence in public speaking. The results suggest various levels of agreement and disagreement on different aspects related to speaking skills. So, it can be concluded that there was a significant effect of using vlog to improve students' speaking skill at the second grade of MTs-Pi Al-Ishlahuddiny.

B. Suggestions

1. The students

Students should be serious in learning listening since listening is not only receptive skill which used to receive information and develop the other skill such as speaking, but also listening is an active skill which a listener should pay attention toward the meaning of the information in spoken language. Digital Storytelling can be one of alternative ways to learning listening.

2. The English Teachers

For the English teachers, Vlog (video blogging) can be alternative way in teaching and presenting the speaking materials. It can be expected to be useful as additional knowledge, experience, and option on how to improve students' speaking skill in teaching speaking.

3. The Next Researcher

The result of this research was expected to be able to use as the consideration for the next researcher in conducting the same research with differences object of research.

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Perpustakaan **UIN Mataram**

Appendix 2
Pictures



Figure 1
Explaining the items of questionnaire




Figure 2
Explaining the items of questionnaire

Appendix 3

Advisory Thesis Consultation Card

Advisory Thesis Consultation Card 1



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Gajah Mada No. 100 Jempang Baru Mataram Telp. (0)370 626781, 626784 Fax. 626784

KARTU KONSULTASI SKRIPSI

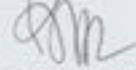
Nama : SILA RAHMAWATI
 NIM : 180107159
 Pembimbing I : Rihaban, S.S., M.Pd
 Pembimbing II : Kafi Far Rahman, M.Pd
 Judul Skripsi : Students' Perception on Using Web to Improve Their Speaking Skill at The Second Class of MTsop Al-Ibtisuddiy Kediri Lombok Barat in Academic Year 2021/2022

NO	TANGGAL	MATERI KONSULTASI	PARAF
1		Introduction	K
2		Research Background	K
3		Research questions	K
4		Research Significance	K
5		Research Method	K
6		Theoretical framework	K
7		Research Method	K
8		Research Instrument	K
9		Procedure of Data collection	K
10		Data analysis	K
11		proposal Accepted	K
12		Findings	K

13		Saba analysis	K
14		Discussion	K
15		Drawings	K
16		Thesis Accepted	K

Mataram,

Pembimbing II



Kanfir Rahman, M.Pd
NIP. 198612282018041001



Perpustakaan UIN Mataram

Advisory Thesis Consultation Card 2



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Gajah Mada No. 100 Jompong Baru Mataram Telp. (0273) 620793, 620794 Fax. 620794

KARTU KONSULTASI SKRIPSI

Nama : SILA RAHMAWATI
 NIM : 180107159
 Pembimbing I : Dr. Ribaian, S.S., M.Pd.
 Pembimbing II : Kayfar Rahman, M.Pd.
 Judul Skripsi : Students' Perceptions on Using Vlog to Improve Their Speaking Skill at The Second Class of MTs-pi Al-Ibtidhaddiry Kediri Lombok Barat in Academic Year 2021/2022

NO	TANGGAL	MATERI KONSULTASI	PARAF
1	8/8/22	Chapter IV ✓	P ₁
2	25/8/22	Chapter IV ✓	P ₂
3	11/9/22	Chapter IV + V + Refers	P ₃
4	16/9/22	Final Correction	P ₃
5	18/9/22	Free	P ₃
6			
7			
8			
9			
10			
11			
12			

Perpustakaan UIN Mataram

13			
14			
15			
16			

Mataram, 18-9-2023

Pembimbing I


Dr. Ribuan, S.S., M.Pd.
NIP. 197907232003121002



Perpustakaan UIN Mataram

**Appendix 4
Letters**

Research Recommendation Letter

**KEMENTERIAN AGAMA RI**
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN (FTK)
Jln. Gajah Mada No. 100, Jempang Baru, Mataram, 83116
Website: uimataram.ac.id email: ftk@uimataram.ac.id

Nomor : 558/Un.12/FTK/SRIP/PP.00.9/05/2023
Lampiran : 1 (Satu) Berkas Proposal
Perihal : Permohonan Rekomendasi Penelitian

Mataram, 22 Mei 2023

Kepada
Yth. Kepala Bakesbangpoldagri Provinsi NTB
di-
Tempat

Assalamu'alaikum Wr. Wb.

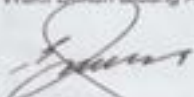
Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	Sia Rahmawati
NIM	180107159
Fakultas	Tarbiyah dan Keguruan
Jurusan	TADRIS BAHASA INGGRIS
Tujuan	Penelitian
Lokasi Penelitian	MTS-P AL-ISLAHUDDINY KEDIRI
Judul Skripsi	STUDENTS PERCEPTION ON USING VLOG TO IMPROVE SPEAKING SKILL AT THE SECOND GRADE OF MTS PI AL ISLAHUDDINY KEDIRI

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan-Bidang Akademik,

Dr. Saparudin, M.A.
NIP.197810152007011022

Recommendation Letter from Bakesbangpoldagri

**PEMERINTAH PROVINSI NUSA TENGGARA BARAT**
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI
Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
Email : bakesbangpoldagri@setprov.go.id Website : <http://bakesbangpoldagri.setprov.go.id>
MATARAM kode pos 83125

REKOMENDASI PENELITIAN
NOMOR : 070 / 2021 / V / R / BKMPON / 2021

1. **Dasar :**

- Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penyerahan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor : 588/Un.12/FTK/SR/PPP/05/06/2023
Tanggal : 22 Mei 2023
Perihal : Permohonan Rekomendasi Penelitian

2. **Melintang :**
Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian kepada :

Nama	SILA RAHMAWATI
Alamat	Ruhuk Barat Selatan RT/RW 004/000 kel/Desa: Hamak Kec. Kediri Kab. Lombok Barat No. Identitas 5201020300090003 No. Telp 085736522179
Pekerjaan	Mahasiswa Jurusan Tadris Bahasa Inggris
Bidang/Judul	STUDENTS PERCEPTION ON USING VLOG TO IMPROVE SPEAKING SKILL AT THE SECOND GRADE OF MTS-PIAL-ISLAHADDINY KEDIRI LOMBOK BARAT IN ACADEMIC YEAR 2021/2022
Lokasi	MTS pi Al-Islahuddiny Kediri Lombok Barat
Jumlah Peserta	1 (Satu) Orang
Lamanya	Mei - Juni 2023
Status Penelitian	Baru

3. **Hai-hai yang harus diisi oleh Peneliti :**

- Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- Penelitian yang dilakukan harus sesuai dengan judul, bentuk, data dan berkas yang Surat Permisinan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
- Peneliti harus mematuhi ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan kerusakan di masyarakat, lingkungan, bangsa atau keuthan NKRI Apabila masih berlaku Rekomendasi Penelitian sudah berakhir, akan dikaji pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan pengajuan Rekomendasi Penelitian;
- Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Dengan Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 30 Mei 2023
a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NTB
SUKISTANUS



Perpustakaan UIN Mataram

Tersusun disampaikan kepada Yth:

- Kepala Badan Riset dan Inovasi Daerah Provinsi NTB di Tempat;
- Bupati Lombok Barat Cq. Ka. Kesbangpol Kab. Lombok Barat di Tempat;
- Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat;
- Kepala Sekolah MTS Pi Al-Islahuddiny Kediri di Tempat;
- Yang bersangkutan;
- Asip.

School Research Permit

**MADRASAH TSANAWIYAH PUTRI
AL - ISHLAHUDDINY**
KEDIRI - LOMBOK BARAT - NTB

Jl. TGH. Ibrahim Khalid 83362 Fax. : (0879) 672375 Telp. (0879) 672114 - 672375

SURAT KETERANGAN
Nomor: F.63/10/IX/ISH/2023

Yang bertanda tangan di bawah ini,

Nama : H. Farhan Muchlis, SH
Jabatan : Kepala Madrasah Tsanawiyah Putri Al-Ishlahuddiny Kediri

Dengan ini Menegaskan bahwa :

Nama : SILA RAHMAWATI
NIM : 180107159
Fakultas/Jurusan : Tarbiyah Tarbiyah dan Keguruan (FTK) / Tadris Bahasa Inggris
Universitas : Universitas Islam Negeri (UIN) Mataram

Berikut – berikut telah mengadakan penelitian dalam rangka penyusunan skripsi dengan judul:
“Students’ Perfection on Using English Approval Speaking Skill at the Second Grade of MTs. Putri Al-Ishlahuddiny Kediri Lombok Barat in Academic Year 2021/2022” dari tanggal 8 Mei - 5 Juni 2023.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Perpustakaan UIN Mataram
Kediri, 20 September 2023
Putri Al-Ishlahuddiny


H. Farhan Muchlis, SH

Plagiarism Checker Certificate



UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No.2685/UIN.12/Perpustakaan/PC/09/2023

Sertifikat ini Diberikan Kepada :

SILA RAHMAWATI
180107159
FTK/TB1
Dengan Judul SKRIPSI

STUDENTS' PERCEPTION ON USING VLOG TO IMPROVE SPEAKING SKILL AT THE SECOND GRADE OF MTs-PI AL-ISHLAHUDDINY KEDIRI LOMBOK BARAT IN ACADEMIC YEAR 2021/2022

SKRIPSI tersebut telah dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

Similarity Found : 20 %
Submission Date : 20/09/2023



UPT Perpustakaan
M. Hum
197606262006042001



UNIVERSITAS ISLAM NEGERI
MATARAM

UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No.2272/UIN.12/Perpustakaan/EP/08-2023

Sertifikat ini Diberikan Kepada :

SILA RAHMAWATI
180107159
FTK/TB1

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat **UJIAN SKRIPSI**.



UPT Perpustakaan
M. Hum
197606262006042001

DAFTAR RIWAYAT HIDUP

A. Identitas diri

Nama : Sila Rahmawati
Tempat, Tanggal Lahir : Gelogo, 13 September 2000
Alamat : Rumah Barat Selatan, Kec. Kediri, Kab.
Lombok Barat
Nama Ayah : Sapoan
Nama Ibu : Horiyati

B. Riwayat Pendidikan

Pendidikan Formal

1. SDN 3 RUMAK, 2012
2. MTs-Pi Al-Ishlahuddiny, 2015
3. MA-Pi Al-Ishlahuddiny, 2018



Perpustakaan UIN Mataram