

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' SPEAKING SKILLS AND THEIR
PERCEPTION TOWARDS THE USE OF VLOGS IN LEARNING
SPEAKING**



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ABSTRAK

JAMANI: Analisis Keterampilan Berbicara Siswa dan Persepsi Mereka Terhadap penggunaan Vlog dalam pembelajaran berbicara. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk menganalisis kemampuan berbicara siswa melalui vlog, serta untuk mengetahui bagaimana persepsi mereka terhadap penggunaan vlog dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode campuran dengan pendekatan kuantitatif deskriptif. Peneliti melakukan observasi atau analisis terhadap vlog siswa untuk melihat sejauh mana kemampuan berbicara siswa dalam vlog tersebut. Peneliti juga membagikan angket serta melakukan wawancara untuk mengumpulkan data berupa pandangan siswa terhadap penggunaan vlog dalam pembelajaran bahasa Inggris. Pengambilan sampel penelitian ini menggunakan metode purposive sampling dimana siswa yang menjadi responden adalah siswa yang memenuhi syarat yang diberikan oleh peneliti. Adapun dari hasil analisis vlog siswa, menunjukkan kemampuan berbicara siswa yang masih kurang karena dari hasil analisis, ternyata nilai siswa berada pada kategori E dengan rentang ≤ 59 , dan hanya 1 siswa yang berada pada rentang 80-90 dan masuk kategori B. Sedangkan dari hasil analisis questionnaire menunjukkan bahwa siswa setuju dan merespon dengan baik penggunaan vlog sebagai sarana latihan dalam pembelajaran bahasa Inggris. Hal ini dapat dilihat dari hasil perhitungan questionnaire yang menunjukkan bahwa siswa menyukai dan senang terhadap penggunaan vlog dalam pembelajaran bahasa Inggris. Akan tetapi, terkait manfaat vlog, siswa tidak menunjukkan hasil yang signifikan bahwa vlog bermanfaat bagi peningkatan skill berbicara siswa. Siswa juga bersifat netral terhadap saran bahwa pembuatan vlog bagus untuk ditambahkan pada modul ajar guru. Berdasarkan hasil wawancara, tidak ada siswa yang memberi respon negatif, hanya beberapa keluhan terkait sarana dan prasarana yang digunakan.

KATA KUNCI : Speaking Skill, Vlog, Students Perception

CHAPTER I

INTRODUCTION

Research is a systematic effort made to understand, analyze, and answer various existing problems. In this context, students' speaking ability in vlogs is one of the interesting issues to be studied, considering that students often make English videos without knowing the extent of their abilities. By paying attention to the latest developments and challenges faced, this research is expected to make a real contribution, both in the academic and practical realms, especially in the fields of science and communication. this chapter will discuss the background of the research, problem formulation, research objectives, as well as practical and theoretical benefits.

A. Background

English as an international language has become a very important competency in the current era of globalization. The ability to speak English fluently and effectively is very necessary in various contexts, including in the academic, professional and social worlds (Liando et al., 2022). To develop English speaking skills, learning methods that are innovative and relevant to students' interests and needs are very important (Harmer, 2007). English has an important role in the current era of globalization. As a means of communication between countries, English language skills are becoming increasingly important. Many job vacancies, both in the private and public sectors, require applicants to have the ability to communicate in English both spoken and written (Liando et al., 2022).

English as a subject at school includes four basic language skills: listening, reading, speaking and writing. One of the skills in English that is important and can be applied anywhere is speaking skills (Ratnasari, 2020). Speaking is considered a more difficult skill than other skills that must be covered by students (Noor, 2017 in Ratnasari, 2007). According to Hadijah (2014:245), students face problems with speaking skills in terms of pronunciation, grammar, vocabulary, fluency, and understanding. Furthermore, Fitriani et al (2015:7) found that students faced problems in speaking English. The reason is not only having limited knowledge about the

components of speaking skills but they have their own personal reasons, such as not being confident to perform. In the process of learning English, especially speaking, students may experience difficulties in various aspects, including complicated grammar, inappropriate language translation, embarrassment, low self-confidence, and inappropriate learning approaches (Hasby, 2023).

After conducting observations at the research target schools, it was found that students' English language skills were still lacking. From the results of interviews with English subject teachers, it was found that students sometimes felt less confident when given assignments for telling stories or presenting in English. Students also lack vocabulary and have difficulty constructing sentences, and have difficulty pronouncing words correctly because they are not used to using English when speaking every day. Based on the problems faced by students in learning English, teachers use an alternative way to learn to speak by using videos.

In the current digital era, there are many opportunities to develop a curriculum that is more dynamic and responsive to technological developments and student learning needs (Lutfin & Fansury, 2020). There are several examples of the use of technology in the field of education, including learning media in the form of projectors or other teaching aids, digital libraries, blended learning, e-learning, and computer-based learning, use of smartphones and so on (Kemendikbud, 2024). One of the features of the form of smartphone technology that is widely used today is video, for example vlogs. According to Azhar Arsyad (2011), defines video as electronic media used to record, copy, broadcast, play and display moving visual media. According to Ismi (2023), Vlog is a form of video content created by individuals or content creators to share experiences, ideas and knowledge with their audiences through sharing platforms. Yudhi (2017), stated that Vlogs facilitate people's teaching and learning process in conveying thoughts, feelings and information through visual platforms. From several opinions regarding what a vlog is, it can be concluded that a vlog is a type of video or recording made to express oneself, share experiences, ideas and knowledge,

or simply entertainment that is shared via platforms or electronic media.

Vlogging can help reduce barriers to speaking English by providing a more relaxed and albeit less formal platform (Wulandari & Mandasari, 2019). The more someone practices speaking, the more their speaking ability will improve (Harmer, 2007). Therefore, a training method in the form of making a vlog is needed as a training medium for students. Judging from the benefits of making a vlog itself, an in-depth analysis of students' English language competence is needed by using vlogs as a learning tool. This analysis can cover various aspects, starting from the student's ability to convey ideas and opinions orally, to his skills in organizing the content of the conversation, to his ability to face a diverse audience.

By analyzing videos, educators can identify students' strengths and weaknesses in speaking, and provide constructive suggestions for improvement. According to Fitriawan et al (2021), through a deep understanding of students' English language competence by using vlogs, it will enable educators to design more effective and relevant learning strategies.

Analysis of students' difficulties in learning English involves identifying and understanding the problems students face when learning English. Internal factors such as students' health, motivation and psychological state also influence English language learning. Apart from that, external factors such as the role of the teacher and school conditions also play a role in difficulties learning English (Fitriawan et al., 2021).

B. Problem Formulation

To conduct good research, a prospective researcher must make initial observations to find out problems in the field. A solution will be found for each problem and selected according to each individual's abilities. From the background and observation data, the problem formulation that will be used as a research study is:

1. How is the students' speaking skills in their vlogs ?
2. How are the students' perceptions toward vlogs assignments ?

C. Research Purpose

Every piece of writing certainly has a purpose for being written, whether it's just to entertain or for a specific purpose such as learning. Meanwhile, this research was conducted to:

1. Find out how students' speaking skills is in their vlogs.
2. Knowing students' perceptions of vlog assignments.

D. Benefits of the Research

In general, every research is carried out to provide benefits to researchers and the community from the results of the research that has been carried out. Below we will explain the benefits of this research.

1. Theoretical Benefits

Theoretical benefits are when research results can be applied in scientific fields (Yasim et al., 2021). This research can provide theoretical benefits in the form of additional knowledge in the field of English, especially how to develop speaking skills. Through this research, technology in the form of gadgets can be used to develop students' English speaking skills, as well as increase vocabulary through various everyday expressions or terms.

This research can provide several theoretical benefits as follows:

- a. Develop creativity. This research examines the importance of creativity in using gadgets to develop English language skills. Through script writing activities, students are encouraged to express their ideas, thoughts and feelings creatively. This encourages them to think beyond set boundaries and enhances their creative thinking abilities.
- b. Improved language skills. In this research, students usually write scripts either in Indonesian which are then translated into English, or scripts in English. Regular writing practice helps improve language skills, including increasing vocabulary and allowing students to engage in deeper language thinking. Students can also develop confidence in expressing their ideas and feelings verbally, which indirectly improves their oral communication skills.

- c. Developing independence, script writing activities provide students with the opportunity to be more independent in learning English. They must organize their own time to write a script, develop a topic, and present their work in video form. This helps them become more responsible for their learning progress and helps develop independence in their understanding and use of English.

To obtain these theoretical benefits, researchers need to direct and provide effective feedback to students during the process of making their vlog videos.

2. Practical benefits

Practical benefits are when research results can make a practical contribution from research to researchers and users of future research results (Yasim, et al, 2021). The practical benefit is when research is useful for solving certain problems. Research on the development of English - language creative skills through daily content has several practical benefits that can be applied in the context of education and learning. The following are some practical benefits related to research:

- a. The benefit of researchers is that this research researchers can meet the final project requirements as one of the requirements for completing research. On the other hand, researchers also add knowledge by analyzing English language skills students using video blogs.
- b. Benefits for educators, the results of this study can be used as a means for educators to improve students' speaking skills in English. Through the method used, educators are helped in improving students' English language skills.
- c. The target of this research is students. Therefore, the results of this study are useful for students who want to learn to speak English because this research can help them learn to speak, add vocabulary, and improve their self -confidence. The additional benefits are as follows:
 - 1) Using video blogs as a training tool allows students to have more opportunities to practice and improve their speaking skills creatively.
 - 2) Through the use of video blogs, students will be invited to write

regularly. This writing activity will help improve their overall writing skills. With aspects of creativity, students can expand vocabulary and perfect their writing expressions.

- 3) By encouraging them to express their personal ideas and experiences through video blogs, students can develop creative thinking skills and imagine in English.
 - 4) Video Blog provides opportunities for students to do self -reflection. In this study, students will analyze and describe their progress in English speaking skills. This will help students understand their strengths, identify areas that need to be improved, and develop important self -assessment skills in language learning.
 - 5) Increasing confidence by letting students express their ideas in English creatively, this research can increase students' confidence in speaking English. Through structured speaking training and support given using video blogs, students will feel more confident and comfortable in using English verbally.
 - 6) Development of Critical Thinking Skills: In this study students will be invited to think critically in planning, compiling, and delivering their video blogs. This will help them develop critical thinking skills, including the ability to analyze, evaluate, and make the right decisions in using English verbally.
- d. Benefits for users of research results, for readers, this research can increase their knowledge, and can even be used by further researchers as a reference in conducting research in the future.

This practical benefit can affect the development of curriculum and teaching strategies in increasing the creativity and ability to speak English. By implementing a video -based approach to blogs, schools and teachers can provide a more useful and meaningful learning experience for students.

BAB II

LITERATURE REVIEW

This chapter reviews various theories, concepts, and frameworks relevant to the research, in order to build a scientific basis for understanding the issues raised.

A. Previous Related Studi

Previous research has investigated various approaches and methodologies used to enhance students' creative expression and English language proficiency. In the field of language education, making videos as a way to encourage creativity and develop students' English language skills has received extraordinary attention (Harmer, 2007). Previous research that supports the research to be conducted is explained as follows.

First, research conducted by Yogi Susana et al (2022), with the title "Speaking Competence of STMIK STIKOM Indonesia Students Through Video Presentation Projects" used a qualitative descriptive research method, by analyzing pronunciation, grammar, vocabulary, fluency, content, and understanding . Data was collected through observation, and the results of this study show that assessing linguistic aspects will help students find their mistakes in speaking thoroughly in English. Linguistic methods in learning English speaking skills are very effective in producing quality learning outcomes. The results of this research show that the use of video presentation projects can help improve English speaking skills for students in Indonesia, especially in the Informatics Engineering study program. It was found that students face problems in terms of pronunciation, grammar, vocabulary, and speaking fluency. By addressing these issues through appropriate pronunciation, grammar, vocabulary, and fluency practice, students can improve their English speaking skills and succeed in their academic studies and professional careers. Apart from that, research also emphasizes the importance of a linguistic approach in developing speaking skills in English language learning.

Another research was conducted by Ananda & Mardiah (2020), with the research title "Utilization of Video Blogs (Vlogs) as a Speaking Learning Media for Class XI High School Students at the Nur Hasanah Medan Education Foundation". This research uses a qualitative descriptive research method in the form of written or spoken words from the research subjects. The subjects of this research were high school students in a class of 24 people. Based on the results of data analysis, the results of this research show that the use of video blogs in English classes has succeeded in making learning more interesting for students. Apart from that, it also increases students' interest in speaking. , they consider that learning to speak is no longer something boring and difficult to learn.

Research conducted by Ratnasari (2020) in class X1 MIPA, MAN 1 Polman, with the title "An Analysis of Students Speaking Ability on the Second Grade MAN 1 Polman". This study aims to analyze the English speaking abilities of class XI EXACT MAN 1 POLMAN students. Using qualitative descriptive analysis, data was collected using speaking tests and questionnaires. This research analyzes two aspects of English, especially in pronunciation, namely pronunciation and fluency. In the assessment results, it was found that students were able to speak English well in terms of fluency and pronunciation. As for the results of the student perception questionnaire regarding speaking ability, the researchers concluded that lack of vocabulary is one of the problems experienced by students when they want to speak English and have difficulty pronouncing words correctly. Students also experience confusion and difficulty in making sentences correctly, and don't really understand what is being said so they are afraid of making mistakes.

Wulandari (2019) with the title "Improving Students' Speaking Skills through Vlogging", found that technology such as video blogs can help students speak better. To successfully engage students in language learning, teachers must always keep aware of ever-evolving technological developments. The research discusses how vlogging can be used to improve students' English-speaking skills. Vlogging allows students to practice speaking, collaborate in teams, and receive feedback to improve their communication skills. Teachers

can guide students through the vlogging process, from preparation to sharing and feedback, to create a fun and effective learning environment. By integrating vlogging into language learning, students can become more confident and professional in speaking English.

Research conducted by Wulandari and Mandasari in 2019 was entitled "Using Video to Improve English Speaking Skills in Nursing Students". This research uses qualitative methods and involves poisoning students. Studies show that students are better able to learn original material to meet communication needs in the world of work. From this research, it is also known that the use of videos in teaching can improve the speaking skills of murdered students. The results of this research also form the basis that research using videos can have an impact on teaching English speaking.

Furthermore, research was conducted by Faiza et al. (2022) with the title "Students' Perception of Vlog as a Self-Learning Media in Speaking". This research uses descriptive qualitative theory from Dulay and Fromkin (1982). The results of this research found that students' perceptions, agreed that the use of video blogs could increase motivation, self-confidence, and creativity. The object of this research is the English Language Teaching Department Students at UNIU Purwokerto. Students are given a speaking development project assignment, namely making a vlog with a certain theme. Data was collected through questionnaires and interviews to find student perceptions, as well as observing student vlogs to see their process of learning to speak.

And finally, a research entitled "Students Perception on the Influence of Using Vlogs as the Learning Media to Improve Speaking Skills" by Setiawati (2021). The purpose of this research is to determine students' perceptions of vlogs and describe how the use of vlogs can improve students' speaking skills. The sample for this research consisted of 5 people from the English department of UIN Ar-Raniry. Using a qualitative research design with a sampling technique using a purposive sampling technique. Data was collected through interviews with students. The research results show that learning using vlogs can improve students' speaking, especially in pronunciation, and new vocabulary, and increase their self-confidence. Based on the results of this

research, it can be concluded that using video blogs as a learning medium can improve students' speaking.

Based on the research above, it can be concluded that the use of videos can improve students' English speaking skills, and the use of social media can be used to hone students' creativity and train their self-confidence. The new thing that researchers discovered from previous research is that there has been no research that analyzes English speaking skills using vlogs. Most studies use vlogs to improve English language skills but do not know how students perceive the use of vlogs and do not include how they are used. So in this study, researchers will involve students in making vlogs so they can express their experiences. This will train them to be more creative in using social media to learn to speak English.

B. Theoretical Framework

1. Speaking Ability

a. Definition of Speaking Ability

According to Iskandarwassid (2010), speaking skills are the ability to produce articulation sounds to convey desires, needs, feelings, and desires to others. This skill is also based on self-confidence to speak naturally, honestly, correctly, and responsibly, as well as overcoming psychological problems such as shame, inferiority, tense, and weight of the tongue. Hermawan (2014) defines speaking skills as the ability to express thoughts, ideas, desires, or feelings to speech partners through sound articulation or words. Arsjad and Mukti (1988) describe speaking skills as the ability to say words to convey thoughts. Speaking skills are the ability to express thoughts, ideas, opinions, desires, or feelings to speech partners through words and articulation (Sawri, 2023).

From some of the opinions above it can be concluded that speaking is one of the very important skills to be developed and improved as an effective means of communication. Without communication, the message delivered by the speaker will be difficult to convey to the recipient of the message if communication is lacking. The importance of language as a medium of communication gives a broad view of social life. As

mentioned earlier, speaking English is considered difficult because of the differences in writing and reading, the equation of writing but the way to read is different, the difference in writing with the same meaning, and other reasons. In some countries in Asia, some people use English as their international language, or commonly called the second language; Others use English as a second language or combined language, meaning they speak in their mother tongue every day.

Someone who speaks is not just saying letters by letter, but also conveys messages or information. All senses, including thoughts, feelings, hearing, and vision, actively participate in the communication process. In speaking this will be shown by the facial expressions of the speaker, body language, words choices, pronunciation, smoothness, self - confidence, and creativity. Therefore, communication skills in English are very important to help students develop in the future. This is because English is widely used orally today. Without good English language skills, students will become passive and marginalized from opportunities at home and abroad.

In line with this thought, Gillis (2013) and Raine (2011) in Koesoemah (2020) agreed that having good English speaking skills can support them in school because many students have received English theory since middle school even since school. Elementary schools to tertiary institutions that still have obstacles in English, one of which is the problem of speaking. Raine (2011) further states that the word smoothness includes four things needed for language skills; Namely speaking, listening, reading, and writing, but smoothness is the main. Given the conditions of competition in getting a job after leaving the world of formal education, to continue their increasingly stringent careers, educators look for new and good alternatives in developing students' English language skills (quoted from Koesoemah, 2020). In this context, students are required to be able to speak English, not only speak English but also understand the meaning and be able to receive messages and information in communicating, and vice versa, can provide feedback

to the interlocutors of their speech.

To improve students' English speaking skills, a creative and innovative approach is needed. To make students the center of English learning, educators must have the right skills. One prospective approach that can be applied to improve students' speaking skills is to use video (Suadi, 2020). This video will attract their motivation, confidence, courage, and curiosity. The use of videos is intended to improve students' speaking skills while eliminating obstacles to speaking such as lack of listening exercises, lack of vocabulary, shame because of lack of confidence, fear of making mistakes, and the strong influence of mother's original accent. tongue. Bad, and lack of motivation caused by many aspects, namely bored with the learning approach, rigid methods, and old teaching methods (Suadi, 2020).

b. The Importance of Speaking Skills for Students

Speaking skills have a very vital role in our lives. The ability to express thoughts, ideas, and information effectively through spoken language is very valuable. Good speaking allows us to communicate with others, influence, and build strong relationships (Sawri, 2023). Language is a tool or the way someone expresses his views or understanding of something, including character. Through language learning, everyone can communicate and interact with a broader reach. A broader understanding of a person's language, the wider the world that can be achieved. In this millennium, various languages become the focus of generation Z, which ultimately ignores English as an international language. Because many countries use English as Lingua Franca, this language is very important (Diaz-Serrano, 2022). Almost all sectors such as business, education, national defense, economy, and development use English as a bridge of communication with the outside world.

English in Indonesia is a foreign language studied in schools ranging from elementary school levels to universities. But there are still many people who consider English as a burden and scourge for them. In addition to the world of education, the demands of the current world of

work include English as one of the skills that must be possessed by workers. The educational process greatly affects the success of education in achieving its goals so that it requires special attention. To achieve success in the field of education, the use of appropriate media is needed. Learning media is one of many things that can affect learning outcomes.

The ability to speak English has great significance for students. Here are some reasons why the ability to speak English is so important, according to Aisyah (2021) :

1. Career Improvement: English language skills open wider career opportunities. Many companies and organizations need employees who are able to communicate well in English, especially in the global environment.
2. Self-confidence: Speaking English smoothly increases students' confidence. They feel more prepared to interact with people from various countries and backgrounds.
3. Job Opportunities: Many jobs that require English language skills. By mastering this language, students have a greater chance of getting the job they want.
4. Public Communication: The ability to speak English allows students to give public speeches, attend interviews, and participate in group debates and discussions.
5. Cognitive Development: Learning English also has cognitive benefits. Understanding more than one language can improve the ability to think and memory.
6. Global Preparation: In the era of globalization, English is a means of communication between countries. Students who master this language will be better prepared to face global challenges.

Therefore, students need to develop the ability to speak English in order to face the future with confidence and success.

c. Aspects of speaking skills

Speaking skills involve several important aspects. Here are some aspects that need to be considered in developing speaking skills:

1. Knowledge Aspect (Murti & Jabu, 2022):
 - a) Fluency: The ability to speak fluently and without stuttering.
 - b) Accuracy: The ability to use grammar and vocabulary correctly.
 - c) Intonation: Use appropriate intonation to express meaning.
 - d) Pronunciation: The ability to pronounce words correctly.
2. Attitude and Behavior Aspects:
 - a) Loudness: Speak at the right volume to be heard clearly.
 - b) Fluency: Speaks without halting or stuttering.
 - c) Speaking Attitude: Show a positive and confident attitude when speaking.
 - d) Gestures and Mimics: Using body movements and facial expressions to support communication.
3. Linguistic Aspects (Alimuddin. F, 1986):
 - a) Pronunciation: Saying words clearly and firmly.
 - b) Stress and Rhythm: Proper use of stress and rhythm in sentences.
 - c) Use of Words and Sentences: Choose the right words and sentences to convey the message.

All of these aspects are interrelated and need to be paid attention to so that speaking skills can develop well. Especially, a positive attitude and self-confidence also play an important role in public speaking (Harmer, 2007). According to Harmer (2007), there are 3 main reasons students learn to speak, the first is that speaking activities provide rehearsal opportunities, the more speaking practice, the greater the opportunity to speak better English. Second, speaking tasks in which students try to use any or all of the language they know. And third, the more students have opportunities to activate the various elements of language they have stored in their language.

Based on the explanation above, several aspects that will be raised as research are linguistic aspects according to Alimuddin. F (1986), namely pronunciation, fluency, structure, vocabulary, and comprehension. The following will explain the five parts of the linguistic aspect:

1. Pronunciation

One of the factors that will influence the assessment of the person we are talking to when we speak English, especially if we are talking to people who use English as a daily language or are native speakers, is how we pronounce word for word in speaking. Pronunciation is the first impression they have on us when we start a conversation. In fact, people will judge our ability to speak English based on how easily we pronounce words. So, when speaking in English, it is not only the student's ability to use good vocabulary that will receive attention. However, the way it is pronounced is also an important aspect that must be considered.

Students are expected to continue to improve their pronunciation of words in English so that there are no problems in communication. This will increase their self-confidence and allow them to maintain good relationships with others without feeling afraid or guilty about mispronouncing words. Not understanding the phonology of words in English can cause many pronunciation problems that students face (Yogi Susana et al., 2022). If they say it more often in sentences, they will learn to pronounce it better.

2. Fluency

Knowing the correct sentence structure can also cause pauses or disfluencies in sentence pronunciation. This happens when people have vocabulary but don't know what form of sentences to make. Remember that English grammar helps organize its components into good, easy-to-understand sentences. Students choose to pause when they encounter problems with their sentence structure.

The decision to use a text-based presentation method where students read text as an aid depends on whether their eyes are on the recording camera. If the eyes are looking at the camera then the method is natural, but if the eyes are looking away from the camera then the method is considered text-based. After students read the text, their English is still not fluent or paused. This shows that the problem lies not only in knowledge of structure and vocabulary, but also in proper

pronunciation, which can be defined as "knowing words but not knowing how to read them." This hinders students' fluency in speaking fluently, and the words produced are not natural.

3. Structure (Grammar)

English sentence structure has its own grammar. In English, grammar is a set of standards that must be adhered to when speaking and writing in English. Using proper grammar will produce sentences and paragraphs that are clear, neatly arranged, and have meaning that is easy to understand (Yogi Susana et al., 2022).

Students must learn grammar in order to convey ideas that are easy to understand. The skill of using grammar in speaking or writing takes time and effort. By continuously understanding grammar and practicing it, their skills will gradually improve. Learning extensive grammar material is also important. Thus, they can comply with grammatical norms such as punctuation, conjunctions, tenses, etc. After some time, speech or writing that follows grammar will definitely be easier to understand. Likewise, if we have mastered grammar, it will be easier for us to understand when reading books or listening to people speaking English.

Grammar also has an important role in communication. Communication is two-way, where each other must understand what is being conveyed. Research results (Susana & Iswara, 2019) show that students realize that speaking skills are very important and that grammar lessons are an important part of their practical competence. Therefore, the task of English for Specific Purposes (ESP) lecturers is to implement interesting, inspiring and engaging teaching strategies to cover both areas simultaneously.

4. Vocabulary

Findings in (Wulandari et al., 2019) state that one of the language skills that students must master is speaking skills. This is considered the most important oral communication skill and is crucial for meeting students' target situations in real life. To direct students to a certain level of knowledge, the use of technology can be an option. All words used in a

language in general or in a particular field in particular are called vocabulary. The word "vocabulary" itself comes from the Latin word "vocabulum" which means "to name," "to call," or "to name." In Indonesian. According to Basuki et al (2018), here are several things you should know about vocabulary: Active Vocabulary consists of a collection of words that are understood and used in everyday life when speaking and writing. Passive Vocabulary consists of words that we may recognize, but are not commonly used in everyday communication. Expressive Vocabulary consists of the words we use to express our thoughts, both in writing and speaking. Receptive Vocabulary consists of words that are understood when reading and listening, or that we process when receiving information.

Apart from that, we will study material or topics related to vocabulary, such as: Connotations and synonyms/antonyms. Connotation, is a word that has additional meaning. For example, the word "blue" is often used to indicate sad feelings. Synonyms and antonyms are words that are opposite and have the same meaning. For example, the terms "clever", "smart", and "intelligent" are the same word and mean "smart". Additionally, the terms "right" and "wrong" are also the same word.

Therefore, having a sufficient vocabulary will help you communicate more efficiently and effectively.

5. Speaking Comprehension

The quality of the presentation will be good if students understand what they want to convey. Mastery of the material to be discussed is very important and determines the quality of other communication elements. When students do not understand the material, they may try to look at help texts which can be in the form of paper or other media. According to Mukti (Suarsih, 2018), being a good speaker requires a strong understanding of the subject being discussed as well as the ability to speak in a clear and precise manner. As for aspects, both linguistic and non-linguistic, speakers must pay attention to them to speak effectively.

Al-Pansori (2016), states that in the language learning, especially

in the aspect of learning to speak, the achievement of an appropriate language competency is not only by studying the language structurally, but also must be supported by a pragmatic approach to students will be closer to the practical conditions of speaking. Both orally and in writing.

2. Video Blog

a. Definition of Video Blog

Vlog is an abbreviation of video blog, which is a form of video content created by individuals or content creators to share experiences, ideas and knowledge with their audiences through video sharing platforms (Ismi, 2023). In vlogs, content creators interact with their viewers through videos they record and upload to websites or platforms such as YouTube, Instagram, or Facebook. Vlogs can cover a variety of topics, such as travel, beauty, food, gaming, fashion, health, and fitness. In vlogs, content creators can provide personal views, tutorials, tips, and reviews, or share experiences with their audience. Vlogs provide an opportunity to express creativity, share knowledge, and interact directly with viewers through more interesting and interactive video media. Azhar Arsyad (2011: 3), defines video as electronic media used to record, copy, broadcast, play and display moving visual media (in Nurviyani, 2020).

Sukiman defines video as media that displays images accompanied by sound that appear simultaneously. According to Daryanto, video is a digital recording of an image or collection of images, such as animation or film. Hamzah B. Uno & Nina Lamatenggo state that video is a program, film, or other visual media product that is recorded and stored digitally, which can display moving images both with audio and without audio. For Arief S. Sadiman, video is a medium for sending messages that displays moving images and sound. The messages sent can be factual (such as events and news) or fictitious (such as made-up stories) that are informative or educational. According to Eka Dian Susanti (2019:88, quoted in Ismi, 2023), vlogging is a very dominant form of content on the YouTube platform.

So, vlog is a form of video blogging that is popular among content

creators, where they share their experiences, insights and knowledge with their viewers through videos.

b. Video Blog is Learning Media

Learning media always changes its behavior or appearance, with a series of activities, for example reading, observing, listening, imitating, and so on. Learning will be better if the learning subject experiences or does it, so that it is not verbalistic. The general goal of learning is to acquire knowledge (cognitive), skills (psychomotor), and understanding mental attitudes/values (affective) (Nurviyani, 2020). Achieving learning objectives means producing learning outcomes. One of the learning media that is widely recommended is the use of video blogs. Video Blog is an application service on the internet that can be used by teachers and students as an unlimited learning resource. Teachers can fill in all information related to the learning material being taught. Students can download information according to the desired topic and purpose. In previous research, video blogs were used as source material; However, in this study, students will make posts on social media to improve their English speaking skills.

Yudhi (2017) stated that Vlogs facilitate people's teaching and learning processes in conveying thoughts, feelings and information through visual platforms. Interest in vlogs has spread to various circles and is used as a source of information, entertainment, and so on. Therefore, teachers can use Vlogs as a learning tool to encourage students to learn and provide a good learning experience. Watkins (2012) then explained that Vlog is a blog whose content is displayed or presented in video form. Although some displays include text to convey the context of the video, the main purpose of a Vlog is to convey an idea or truth and encourage others to do the same.

Vlog is a convenient and private site for people who want to learn English. Since video blogging is mostly oral, speaking skills are very important. This is supported by Christian (2009) who states that personal video blogs consist of direct close-up shots, where the vlogger looks into

the camera to tell details of life and current events (Nurviyani, 2020).

Vlogs have several advantages such as helping students practice speaking skills, helping students create better stories and think critically, express opinions, and so on. Students can also become creative thinkers. They have to make videos as interesting as possible to upload to their social media so that this has an impact on their use of English because it is delivered in English.

Vlogging also has some disadvantages. According to Rakhmanina and Kusumaningrum (2017), several weaknesses of vlogs include lack of student motivation to learn; students' difficulties in explaining their ideas, thoughts and feelings; students' habit of learning passively and usually only accepting theory from the teacher; lack of awareness of the importance of English; and lazy to participate in learning activities (Nurviyani, 2020). Apart from that, inadequate facilities such as smartphones, computers or cameras for making vlogs plus an internet connection that has good stability are also the main components.

c. The Role of Video Blogs in Speaking Ability

Video blogs (vlogs) have an important role in speaking skills.

1. Learning Media of Speaking

Vlogs can be used as a medium for learning to speak. According to Aran et al (2014, in Wati (2021)) visual discovery from vlogging. Video blogging or vlogs can be a useful tool as a learning medium for Asian students to improve their English skills. In research, the use of vlogs in English classes succeeded in making learning more interesting and increasing students' positive perceptions of speaking learning. It also explains how blogging not only helps improve the basic language skills of blog users but also develops other skills of EFL users such as communicative and critical thinking abilities. The integration of vlogs in English learning helps increase students' interest in speaking.

The use of vlogs in learning to speak English offers various benefits, including increasing student engagement, reducing speaking

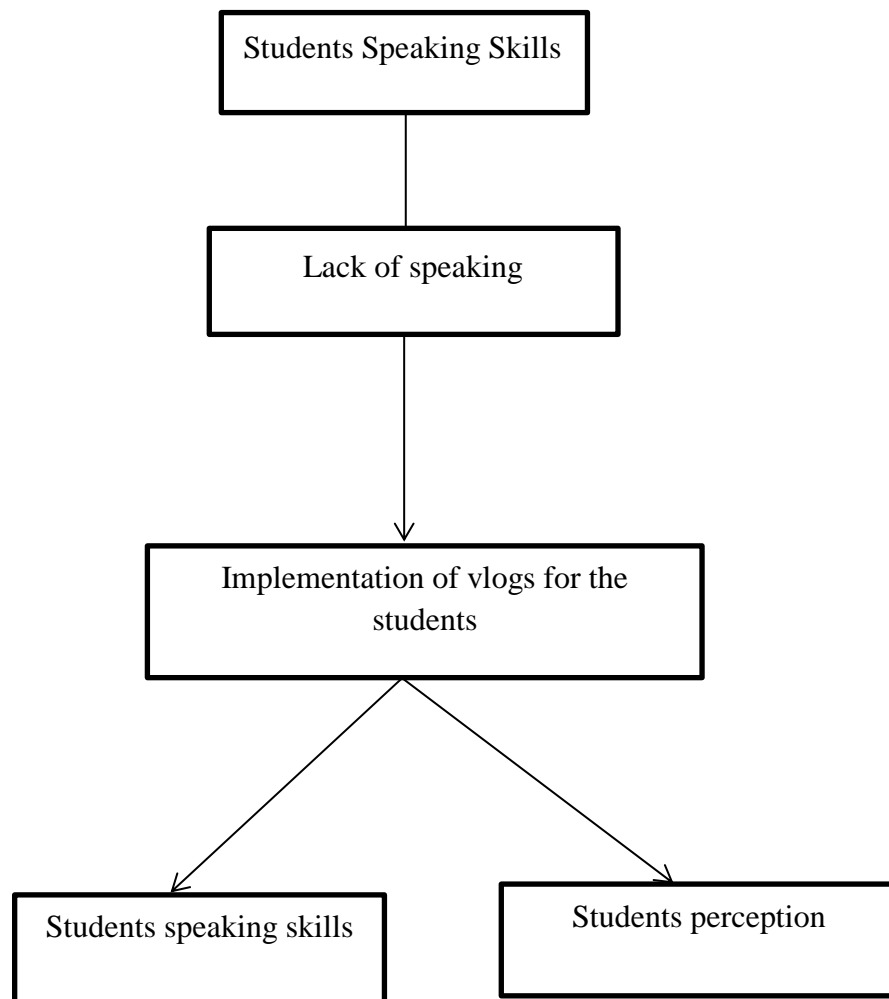
anxiety, and the ability to conduct a more in-depth analysis of speaking competence. Therefore, vlogs can be considered a valuable tool in English language teaching and learning. Here are some reasons why video blogging is an attractive option:

1. Video blogs offer an attractive visual appearance. Students can see and hear English in real situations, including the use of vocabulary, intonation, and facial expressions
2. Video blogs often feature everyday situations, such as conversations between vloggers. It provides authentic context that is relevant to students' lives.
3. Interesting video blogs can motivate students to actively speak. They can see examples of English use in various situations.
4. Students can create their own vlogs as part of their learning. This allows them to be creative, talk about topics they are interested in, and actively practice English.

2. Improved Speaking Ability

Making a vlog involves speaking in front of the camera, which can practice speaking fluency. Videos can also improve aspects of pronunciation, including accuracy, fluency, intonation, and emphasis (Nurviyani, 2020). By using vlogs, students will prepare themselves better before taking the video, so they will get a lot of practice. Learning to speak English requires persistence in practice, including pronunciation. Therefore, the use of vlog media plays a role in improving speaking skills.

Theoretical Framework



Based on the chart above, the subject of the research is students' speaking skills. The problem that must be solved is lack of speaking like lack of fluency, lack of vocabulary, lack of pronunciation, lack of grammar, lack of speaking comprehension, etc. while the alternative choice to solve the problem is to implement vlogs for students. The results achieved are students' speaking ability and their perceptions about the use of vlogs in English learning.

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