



**STUDENTS' PERCEPTION TOWARDS USING VLOG TO IMPROVE  
SPEAKING ABILITY AT ENGLISH EDUCATION DEPARTMENT  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM**

**RIAU**



**UIN SUSKA RIAU**

**BY**

**WIJI ASTUTI**

**SIN. 11714202309**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1443 H / 2021 M**

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis atau hanya sebagian saja untuk mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**STUDENTS' PERCEPTION TOWARDS USING VLOG TO IMPROVE**

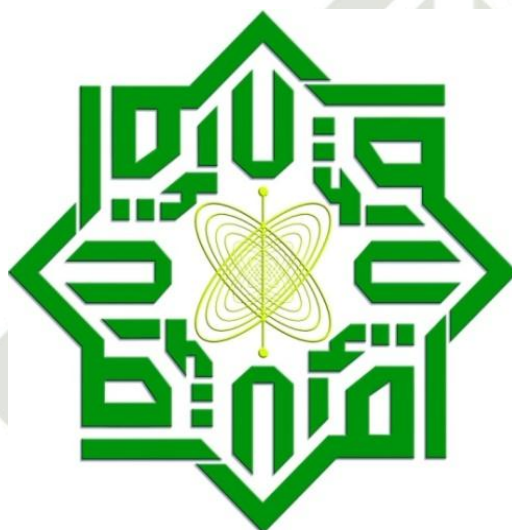
**SPEAKING ABILITY AT ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM**

**RIAU**

**A Skripsi**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)



**UIN SUSKA RIAU**

**BY**

**WIJI ASTUTI**

**SIN. 11714202309**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1443 H / 2021 M**

Hak Cipta Dilindungi Undang-Undang

©Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## SUPERVISOR APPROVAL

The thesis entitled *Students' Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic university of Sultan Syarif Kasim Riua* was written by Wiji Astuti, SIN. 11714202309. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabiul Akhir 24<sup>th</sup> 1443 H  
November 29<sup>nd</sup> 2021 M

Approved by,

Head of Department of  
English Education

Supervisor

Dr. Faurina Anastasia, S. S, M. Hum  
NIP. 198106112008012017

Dr. Bukhori, S.Pd.I., M.Pd  
NIP. 197905122007101001

UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
    - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
    - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
  2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta dilindungi UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau





**Hak Cipta Dilindungi Undang-Undang**

© Hak cipta dimiliki UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.


**EXAMINER APPROVAL**

The thesis entitled *Students' Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau* was written by Wiji Astuti SIN.11714202309. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Awal 17<sup>th</sup>, 1443 H/Desember 21<sup>st</sup>, 2021 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.


Pekanbaru, Jumadil Awal 17<sup>th</sup>, 1443 H  
Desember 21<sup>st</sup>, 2021 M

**Examination Committee**


Examiner I

  
Drs. H. M. Syafi'i S, M.Pd  
NIP. 196606031992031004


Examiner II

  
Roswati, M. Pd  
NIP.197601222007102001

Examiner III

  
H. Harum Natasha, M.Pd  
NIP.198203012009012012

Examiner IV

  
Dedy Wahyudi, M. Pd  
NIK. 130210019

Dean

Faculty of Education and Teacher Training



Dr. H. Kadar, M.Ag.  
NIP. 19650521 1994021001



Contoh Surat :

Nomor : Nomor 25/2021

Tanggal : 10 September 2021

### SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini :

: Wiji Astuti

: 11714202309

: 02 April 1999

: Tarbiyah dan keguruan

: Pendidikan Bahasa Inggris

Judul Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya\*:

Students' Perception Towards Using Vlog to Improve Speaking Ability

English Education Department State Islamic University of Sultan

Yarif Kasim Riau.

Saya menyatakan dengan sebenar-benarnya bahwa :

1. Saya menuliskan Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya\* dengan judul sebagaimana tersebut di atas adalah hasil pemikiran dan penelitian saya sendiri.

2. Semua kutipan pada karya tulis saya ini sudah disebutkan sumbernya.

3. Oleh karena itu Disertasi/Thesis/Skripsi/Karya Ilmiah lainnya\* saya ini, saya nyatakan bebas dari plagiat.

4. Apabila dikemudian hari terbukti terdapat plagiat dalam penulisan Disertasi/Thesis/Skripsi/(Karya Ilmiah lainnya)\* saya tersebut, maka saya bersedia menerima sanksi sesuai peraturan perundang-undangan.

Demikian Surat Pernyataan ini saya buat dengan penuh kesadaran dan tanpa paksaan dari pihak manapun juga.

Pekanbaru, 24 Jan 2022

Yang membuat pernyataan



Wiji ASTUTI

NIM : 11714202309

pilih salah satu sesuai jenis karya tulis

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

pilih salah satu sesuai jenis karya tulis





## ACKNOWLEDGMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled “Students’ Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Ed) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam always be presented to the last mesengger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

Appreciation and sincere thanks to my beloved parents, **Zainuddin and Semirah**, who has devoted all love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, and hlessings in the world and in the hereafter for the kindness that has given to the researcher. Thank you so much Dad, Mom. Please keep becoming my inspiration (optional).

The researcher would like to show her gratitude to all beloved people that have encouraged. Motivated even helped the researcher in finishing the paper. They are:

1. Prof. Dr. Hairunas, M. Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. Hj, Helmiati, M. Ag., as Vice Rector I, Dr. H. Mas’ud Zein, M. Pd., as Vice Rector II, Edi Erwan, S. Pt., M. Sc., Ph. D, as Vice Rector III, and all staff. Thanks for the kindness and the encouragement.
2. Dr. H. Kadar, M. Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M. Ag., as the Vice Dean I, Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II, Dr. Amirah Diniaty, M. Pd. Kom., as the Vice Dean III, and all the staff. Thanks for the kindness and the encouragement.

- Dr. Faurina Anastasia, S.S., M. Hum., the Head of Department of English Education, who has given me correction, suggestion, support, advice, and guidance in completing the thesis and Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of Department of English Education, for her guidance to the students.
- Dr. Faurina Anastasia, S.S., M. Hum., the Academic Supervisor for his guidance to the students.
- Dr. Bukhori, S.Pd.I., M.Pd, my beloved supervisors who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis.
- All Lectures of English Education Department State Islamic university of Sultan Syarif Kasim Raiu, who have given knowledge and information of this paper and thanks for their contributions and support during the course, and all the ninth semester students English Education Department who have participated in this research, thank you for your help.
- My beloved siblings Jufrizal Yasin, Dedi Haryanto, Suli Nurhayati, Umi Hasanah, as my mood booster in my life time.
- My beloved all of my family, thank you for always giving support.
- My best friends Thoybatul Aisya, S. Pd., Felia Winerdha, S. Pd, Reza Rahmadani, S. Pd, Nindi Inda Pratiwi, S.Pd, Asmarani Saefiya, Rahayu Nengsi, Melinda Puspita, and Pristia, who always give me a lot of love and support. Thank you for making my university life full of happiness.
- Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.
- Pekanbaru, November, 22<sup>th</sup>, 2021  
The Researcher
- Wiji Astuti  
SIN. 11714202309

Pekanbaru, November, 22<sup>th</sup>, 2021

## The Researcher

Wiji Astuti

SIN. 11714202309

## ABSTRACT

**Wiji Astuti (2021): Students' Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau.**

The technology to date continues to develop which causes students to have many resources for English learning. Technology development can assist students to improve their speaking ability through certain learning media. Learning media could possibly make the learning process more fun. Considering this fact to date the educational world has experienced many changes and has carried education entering the new era namely education using technology based devices for encouraging the education with non-traditional ways. One of learning media which could be used is vlog. Vlog is presented as something which is very authentic and it could assist students. The students' way of learning and obtaining information from Vlog in English language learning will help educators to identify the students' interest and preference to improve the learning. Therefore, using various learning media and method in learning activities in the class or through online learning can enrich the students' learning environment. The purpose 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 a 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. The students' perception was categorized into good with average 75.61. 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.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## ABSTRAK

### **Viji Astuti (2021): Persepsi Siswa Terhadap Penggunaan Vlog untuk Meningkatkan Kemampuan Berbicara di Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.**

Teknologi saat ini semakin berkembang, yang menyebabkan siswa memiliki banyak sumber untuk belajar Bahasa Inggris. Perkembangan teknologi dapat membantu siswa untuk meningkatkan kemampuan berbicara mereka melalui media pembelajaran. Media pembelajaran ini mungkin bisa menjadikan proses pembelajaran menjadi lebih menyenangkan. Melihat faktanya saat ini dunia pendidikan telah banyak mengalami perubahan dan telah membawa pendidikan memasuki era baru, yaitu pendidikan menggunakan alat dan berbasis teknologi untuk mendorong pendidikan dengan cara non-tradisional. Salah satu media pembelajaran yang dapat digunakan yaitu vlog. Vlog disajikan sebagai sesuatu yang sangat otentik dan dapat membantu siswa. Cara siswa belajar dan mendapatkan informasi dari vlog dalam pembelajaran bahasa Inggris akan membantu pendidik untuk mengidentifikasi preferensi dan minat siswa untuk meningkatkan pembelajaran. Oleh karena itu, menggunakan berbagai media dan metode pembelajaran dalam kegiatan belajar di kelas atau melalui pendidikan online dapat membantu memperkaya lingkungan belajar siswa. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap penggunaan vlog untuk meningkatkan kemampuan berbicara di mahasiswa jurusan pendidikan bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau. Penelitian ini merupakan penelitian Kuantitatif dengan desain survei. Populasi dalam penelitian ini adalah seluruh mahasiswa pendidikan bahasa Inggris semester sembilan. Jumlah total populasi adalah 155 siswa dan sampelnya adalah 78 siswa yang diambil secara proportional convenient sampling. Dalam pengumpulan data, peneliti menyebarkan angket yang terdiri dari 11 item pernyataan yang disusun berdasarkan indikator persepsi. Peneliti menggunakan statistik deskriptif melalui SPSS 20.00 untuk menganalisis data. Persepsi siswa termasuk bagus dengan nilai rata-rata 75,61. Dapat disimpulkan bahwa siswa memiliki positif persepsi terhadap penggunaan vlog untuk meningkatkan kemampuan berbicara di mahasiswa pendidikan bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau.

UIN SUSKA RIAU



## ملخص

ويجي أستوتي، (٢٠٢١): تصورات الطلاب حول استخدام مدونات الفيديو لترقية مهاراتهم في التحدث في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو

إن التكنولوجيا ووسائل التواصل الاجتماعي تعد مزيجا جيدا لعملية تعلم اللغة الإنجليزية. هناك العديد من الوسائط التي توفر فرصا لترقية مهارات التحدث باللغة الإنجليزية لدى الطلاب. والهدف من هذا البحث هو معرفة استخدامها لتسهيل ذلك ومنها مدونات الفيديو. وهذا البحث هو معرفة تصورات الطلاب حول استخدام مدونات الفيديو لترقية مهاراتهم في التحدث في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. وهذا البحث هو بحث كمي بتصميم الاستعراض. ومجموعه جميع طلاب قسم تعليم اللغة الإنجليزية الذين يجلسون في الفصل الدراسي ٩. وعددهم ١٥٥ طالبا. وتم أخذ العينات من خلال تقنية أخذ العينات العشوائية البسيطة وعددها ٧٨ طالبا. ولجمع البيانات قامت الباحثة بتوزيع الاستبيانات التي تتكون من ١١ سؤالاً تم ترتيبه بالنظر إلى مؤشرات الكلمات الأساسية: تصورات الطلاب، مدونات الفيديو، مهارات التحدث.

الكلمات الأساسية: تصورات الطلاب، مدونات الفيديو، مهارات التحدث

UIN SUSKA RIAU

- Hak cipta milik UIN Suska Riau
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>ABSTRAK.....</b>	<b>vi</b>
<b>ABSTRAK ARAB.....</b>	<b>vii</b>
<b>LIST OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. The Problem .....	5
1. Identification of problem .....	5
2. Limitation of the problem .....	5
3. Formulation of the problem .....	5
C. The Objective and Significant of the Research .....	6
1. The Objective of the research .....	6
2. The Significant of the research .....	6
3. The Reason for choosing the title .....	7
D. The Definition of term .....	7
1. Perception .....	7



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Vlog .....	7
3. Speaking .....	8

## CHAPTER II LITERATURE REVIEW

A. The Theoretical Framework.....	9
1. Perception .....	9
a. The Nature of Perception.....	9
b. Students' Perception.....	10
c. Faktor Influencing Perception .....	10
2. Speaking Ability .....	13
a. The Nature of Speaking Ability .....	13
b. The Importance of Speaking .....	16
c. Aspect of Speaking .....	17
d. Types of Speaking .....	21
3. vlog .....	23
a. The Nature of Vlog .....	23
b. Advantage and Disadvantage of Vlog .....	25
4. Students' Perception Towards using vlog .....	26
B. The Relevant Research.....	27
C. The Operational Concept .....	31

## CHAPTER III METHOD OF THE RESEARCH

A. The Research Design .....	33
------------------------------	----

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. The Location and the Time of Research .....	33
C. The Subject and Object of Research .....	34
D. The Population and Sample of Research .....	34
1. The Population of the Research .....	32
2. The Sample of the Research.....	33
E. The Technique of Data Collecting .....	36
F. The Technique of Data Analysis .....	40

#### CHAPTER IV RESULT AND DISCUSSION

A. Results.....	42
B. Discussion .....	49

#### CHAPTER V CONCLUSION AND RECOMMENDATION

A. The Conclusion .....	51
B. The Suggestion.....	51

#### REFERENCES

#### APPENDICES

#### CURRICULUM VITAE

## LIST OF TABLES

1.1.	Population of the research .....	34
1.2.	Table for Determining Sample Size .....	36
1.3.	Table Likert-Sclae Score .....	37
1.4.	The Blue Print of the Questionnaire of Students' Perceptions .....	38
1.5.	Table Validity of the questionnaire .....	39
1.6.	Table reliability test of questionnaire .....	40
1.7.	Rating of Students' Perception Interpretation .....	40
IV.1.	The Percentage of Students' Perceptions of Using Vlog To Improve Speaking Ability.....	42
IV.2.	Item 1. Discussing Vlog Makes Speaking Class More Interesting .....	43
IV.3.	Item 2. Using Vlog that are Used Relevant to the Content of the Course .....	44
IV.4.	Item 3. Using Vlog in Speaking Class is More Effective that Looking at Slides.....	44
IV.5.	Item 4. Using Vlog in Speaking Class Motivates me to Practice Presentation.....	45
IV.6.	Item 5. Using Vlog in Speaking Class Motivates to Watch More Presentations in Vlog Videos.....	45
IV.7.	Item 6. Using Vlog Increase my Participation in Speaking Class.....	46
IV.8.	Item 7. Using Vlog Improved My Understanding of the Content of the Lessons in Speaking Class .....	46
IV.9.	Item 8. Using Vlog in Speaking Class had a Beneficial Effect on the Development of my Speaking Ability.....	47
IV.10.	Item 9. Using Vlog is Great to Practice Speaking Ability .....	47
IV.11.	Item 10. Using Vlog Can Improve my Pronunciation and Intonation ...	48
IV.12.	Item 11. If I am a Teacher, I Will Use Vlog in my Subject .....	48





## LIST OF APPENDICES

**Appendix 1 : Instrument**

**Appendix 2 : Student's Scores of questionnaire**

**Appendix 3 : Recommendation Letter**

**Appendix 4 : Documentation**

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Technological innovation has emerged rapidly in all aspects of life. In the field of education, technology plays an important role. This makes it easier for teachers and students to carry out the learning process. Learning English in universities is also dealing with technology. Many lecturers and students use multiple devices, such as mobile devices as a tool to support and facilitate the teaching and learning environment. For example, Lecture provides several web and mobile based applications to facilitate students with collaborative classroom activities as part of the teaching process. This mobile and web application brings benefits for both lecturers and students. Instagram, a well-known mobile application, has a positive impact on students because it affects students' motivation, engagement, and attitudes (Sari & Achmad 2019).

One of the technological innovations that are currently popular are Vlogs (Video Blogs) and YouTube channels. Youtube is one of the most visited video sharing platforms in the world. On Youtube, students can watch various types of videos. According to previous researchers from Kousha, Mike & Mahshid (2012) there are three types of YouTube videos. They are arts and humanities, natural and formal science videos, and social sciences. In addition, there is a new type of video that is most watched by students, namely vlogs. Vlogs are one of the most visited videos on youtube. Based on Baran (2007), Vlog or video blogging combines images, audio, film and text to communicate

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

with viewers. In general, these types of vlogs can be grouped into four main points, talking heads, ways, reality, and reaction videos. Saiful (2019) states that “youtube vlogs are an opportunity to form a digital community and share real-life activities and thoughts from people around the world”. Gunelius (2018) adds that a vlog is a type of blog that is full of video content. Having a channel on YouTube, people can create vlog content then upload it to their channel.

The use of vlogs became popular in the early 21st century when students began to spend more time with audiovisuals than with printed materials. For supplying videos, vlogs were and are still the most used website since the spread of the internet in the 1990s. vlog is a popular video sharing website where users can upload, view and share video clips. The features available in the vlog can support an innovative teaching and learning process.

This study aims to determine how students perceive the use of vlogs to improve speaking skill.

The use of Vlog in education has been widely recognized by several researchers, Lestari (2019) Shao-Ting Hung (2011) Yu-Chih Sun (2009) Mohammad & Aminabibi (2020) Muzakki & Yani (2019), Codreanu & Tatiana (2016), Muhsin (2018), they found that vlog has a positive impact for the student on speaking ability, on learning achievement, on motivation in studying certain subject and so forth. However, the research on using vlogs to improve speaking ability was limited. Therefore, in this article, the concern of



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

this research was investigating students' perception towards using vlog to improve speaking ability.

Vlog is presented as something very authentic and able to help students. The way student learns and gets information from vlog in learning English it will help educators to identify students preferences, interest and the types of materials they use to improve learning. Therefore using various learning methods and learning activities in the classroom or through online education can help enrich the students learning environment.

In this research, the researcher choose University students as subjects because research on students of University perceptions is rarely done. Most of the research focused on students at senior high school. And then the object of this research is about speaking ability. Automatically, the researcher will do this research at the University. One of University learns speaking ability is State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru.

It is undeniable by the public especially students, that vlog is easier to understand the information in the form of knowledge through media related to information technology such as vlog compared to conventional online delivery in the classroom. Most students are more interested in things that are video-visual compared to general ways such as transmitting knowledge only from books. By using Vlogs, students will be more interested in learning process. Through learning media using vlog, students can understand a material faster than learning through textbooks; as usual, the learning media is made interesting so that students do not feel bored. This is indicated by the

State Islamic University of Sultan Syarif Kasim Riau

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

possibility of increasing students' interest as well as students' perception towards Vlogs getting better.

Knowing students' perception towards vlog will certainly have an impact on whether or not vlog is used as a learning media in speaking ability.

If the perceptions towards vlog at the student level is good, then vlog can be continued as a media for learning to speak. However, if it is not effective, it is necessary to look for other media in learning to speak.

Based on the problem above, the researcher did preliminary observation at English Education Department State Islamic University of Sultan Syarif Kasim Riau, the results were as follow:

1. Some of the students thought that vlog could help them to practice daily conversations.
2. Some of the students felt enjoyable to learn English by using vlog.
3. Some of the students are unsatisfied with the quality of video in learning process.
4. Some of students sometime have negative perception towards using vlog as learning media

Based on the phenomena above, the researcher is interested in investigating the students' perception towards in speaking ability and it is conducting a research entitled: "*Students' Perception Towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau*".

State Islamic University of Sultan Syarif Kasim Riau

## B. The Problem

### 1. Identification of Problem

- a. Students' have limited time to practice English speaking in classroom.
- b. Students' are not confidence when speaking English in front of the class.
- c. Some of the students are unsatisfied with the quality of offline video in classroom.
- d. Some of the students are not using vlog as learning media
- e. Some of students lack of vlog as learning media.

### 2. Limitation of the Problem

By the considering time, facilities, and finding needed, it is a necessary to limit a problem. It is important for the researcher to limit the problems in order to pay more attention to the specific problem. The research has been conducted at English Education Department, The focus on the research is how is the students' perception towards using vlog to improve their speaking ability at English Education Department State Islamic University Of Sultan Syarif Kasim Riau.

### 3. Formulation of the problem

Based on the limitation of the problem, the formulation of the problem in the research can be stated as follow:

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



“How is students’ perception towards using vlog to improve speaking ability ?”

## C. The Objective and Significant of the Research

### 1. The Objectives of the Research

Referring to the formulation of the problem, the objective of the research is to investigate how is students’ perception towards using vlog to improve speaking ability.

### 2. The Significant of the Research

Based on objective of the research above, the use of research is as follow:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research
- b. These research findings are also expected to be useful and valuable, especially for students and lecturers of English Education Department State Islamic University of Sultan Syarif Kasim Riau
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are conducted in the world of teaching and learning English as foreign or a second language.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

- d. Finally, these research findings are also expected to be practical and theoretical information to the development of the theories of language teaching.

### **3. The Reason For Choosing The Title**

There were some reasons why the researcher interested this research.

The reasons as follows:

1. The title of the research is relevant with the researcher status as a student of English Education Department.
2. The title of the research is not yet investigated by other previous researchers.
3. The location of this research facilitates the researcher in conducting the research.

### **D. The Definition of Terms**

#### **1. Perception**

Perception is the process of how people experienced on what they viewed through sensory receptors (Haryanto, 2015). The definition was supported by Pramestiya (2013) as he defined perception as process of thinking or feeling something. it can be summarized that perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information.

#### **2. Vlog**

Vlog are personal record that shapes in the form of videos that are updated and distributed publicly through personal channel on video

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

sharing platform, In addition, vlogs are forms of blogging activities using video as the tools over its main media sources, which is text and audio. If blog is writing some information sharing on a web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then apload or share on the social media platform Youtube, ( Fiddan & Debbag 2018).

## 3. Speaking

In line with Burns and Joyce (cited on Aghdam & Ali 2012), speaking is an interactive process of constructing meaning, which involves the receiving, processing, and production of information. Speaking is used in many ways and for many reasons, therefore serving many purposes and different environments such as formal and informal settings. For this reason, effective speaking or fluency takes time and practice.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### LITERATURE REVIEW

#### A. Th Theoretical Framework

##### 1. Perception

###### a. The Nature of Perception

According to Safitri (2017) Perception related to experience on how people do activities or to certain objects around. Thus, the object considered by senses or body into some reflections. Based on the above theory it can be summarized that perception is the process where people interpreted something based on their own experience as the result of stimuli in producing information. In learning process, perception is important because student can learn and absorb the knowledge from what they have got through their experience (Puspitaningtyas & Maria, 2018) The students might use their perception in order to understand the lesson through the learning activities in the classroom. These definitions indicate that perception is from a cognitive process in our mind of a human being. It does not accidentally happen but it takes along time to perceive certain event and experiences. Someone should perceives certain situation in his/her life, it means that he/she recalls what has been happening in certain period in the past in the form of objects or events of his/her experiences.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Unumeri (2009:18) said that the perception is defined in accordance with the opinions and views of someone. Perception is what people opinion in their brains. If they think positive, their perception of something will be positive. And then if they have negative thinking, their perception also will be negative.

**b. Students' Perceptions**

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009:2).

Students perceptions are very important in the world of teaching and learning, because teachers need to consider students preferences before they make teaching materials and lessons. Teachers also need to consider students prior knowledge although it can be a challenge for lecturers. This process is the same when the instructor prepares the question paper. Teachers need to know the learning objectives because in evaluating students knowledge, they need to ensure that students knowledge of the subject matter related to the problem of test validity. Students have different perceptions when their instructors use different approaches and methods in the classroom.

**c. Factor Influencing Perception**

Walgito (2003) stated that in Nurohman, the perception is influenced by factors that have been classified below:

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 1) External factors, namely the stimulus and traits that stand out in the neighborhood behind the objects that constitute a determination or unity subtle, among others: social and environmental.
- 2) Internal factors are factors related to the ability of self that comes from a relationship with facets, mental, intellectual, and bodily.

Setiyana (2012), mentions the perception influenced by functional and structural factors.

- 1) Functional factors or personal factors are factors relating to the individual's understanding of the impact of the stimuli generated, or can be referred to as the benefits of stimuli generated.
- 2) Structural factors or situational factors are external factors that affect an individual's understands of the existing stimuli.

Students' perception towards using vlog to improve speaking ability based on theory balbay & selcan (2017)

- a. Students' experience and opinions towards using vlog

In order to have a better understanding of students' insights on the use of vlog videos, students were asked about research question. it is not uncommon for university students today to use Vlog videos in their courses. for Speaking ability, students definitely benefited from the videos because they helped bring about discussion topics in class by adding variety into course material which used to be merely the course book or slides. Moreover, the channel's videos encouraged students to participate in class discussions. Motivation



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

is one of the major contributions of the online material in general, which applies to the context of this study, too. Also, the videos clarified the course content and enabled user-friendly access to the new listening material prepared for the course. Last but not least, the student presentation videos were very helpful in clarifying the objectives of the expected presentations in the course.

b. Become autonomous

One of the most important benefits of vlog that is accessible online is that it helps students become autonomous. Students can use vlog inside and outside classroom to improve their speaking ability. The teacher plays an important role in the classroom, the teacher can refer students to watch a video vlog for independent learning with technology using vlog media outside the classroom, emphasizing the importance of the availability of online video material.

c. Learn to be more interesting

refers to this feature of mobile learning technologies by defining them as a 'lens' for students with which they capture the 'personalized, unique, contextual and ubiquitous nature of mobile language learning'.

d. Vlog proven to be very effective

Mobile technologies are no longer a new form that mediates people's language learning, but their tailored use to develop certain skills or to develop new course material is an emerging advance in

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

education. The channel is becoming even more popular every day and more videos are being added. Its content is shaped by the constant feedback received from students and teachers of the course. Overall, the channel provided effective course material that the participants of the study appreciated. This study may open new horizons and trigger creative thought for future uses of YouTube in the language classroom.

## 2. Speaking Ability

### a. The Nature of Speaking Ability

Speaking has a significant role in learning language skill. People practice it in order they can communicate to each other. There are some definitions and perspective of speaking proposed by many experts. Here the researcher only chooses several definitions which are to talk about. To speak in the foreign language speaker needs to find the most appropriate words and the correct grammar to convey meaning successfully and precisely and needs to establish the discourse so that the listener will grasp the meaning of it. Jill and Charles (2007, p.105), said that Speaking skill is the human's ability to release orally something and produce the sounds, pronunciation, intonation, and pitch from words, sentences, and phrases' structures in order to have interaction to other people. In learning English, there are several skills that must be mastered by students where they can get things that can be understood too. Some of these skills include

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

speaking, writing, reading and listening. Mastery of skills can be understood by observing what must be done in everyday life. One of the skills that can strengthen our English is to speak. Speaking really helps us to communicate with the other person properly and correctly. If we want to master communication or speak well, then we must learn about the basics of speaking. It is used by many people to communicate to one other in their activities such as studying, working, playing etc. It occurs in the process of interchanges of the thought or ideas which include interactions. For examples; telling information or some news, asking other helps for their needs, or etc. In fact, good communication skill is not only essential for good achievement in academic life but also for a successful future career.

Speaking been defined variously by different writers around the world. Speaking is one of the skills that should be mastered by the student to learn English. As Nunan (2001) stated that to function in another language is generally characterized in terms of being able to speak that language. Speaking is an important skill because speaking can measure the success of learning a language. Harmer (2001) stated that to speak fluently is not only knowledge of language features, but also the ability to process information and language “on the spot”. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions or clarify information.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In some situations, speaking is used to give instruction or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving service, and others. Speaking is used for many different purposes and each purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task. It can be the reason why the mastery of speaking skills in English is a priority for many second or foreign language learners. To mastering, speaking students need be practice their speaking so that they can improve their speaking skills.

Speaking is one of the skills of English language teaching and learning. In language teaching and learning itself, many definitions of speaking have been made regarding some experts. Nunan (1991) defined speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language Moreover, Brown (1994) said that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Furthermore, in language teaching and learning, speaking is considered as the ability to be practiced and mastered. Nunan (2003) puts it that speaking is a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Finally,

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

based on the definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language.

**b. The Importance of Speaking**

As one of the communication systems, speaking plays an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of the significant elements of the interactional process. Furthermore, in language teaching and learning it speaking is an important part of the curriculum (Luoma, 2004).

In social interaction, the ability to speak effectively supports how far our interaction going and how well a relationship can be achieved. Then, in workplace or career lives communication skill is one of the main keys for career success. For instance, a leader needs communication ability to deliver information, influence, and direct others to take actions. We also need communication skills to show our ability and capability. Luoma (2004) defined our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken in the target language.

Nowadays, effective speaking has received a lot of attention from the general public. It is has been one of the prominent qualities that can help you get the attention of other people. Naturally, we are all a great fan of such effective speaking skills. Finally, speaking ability

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

has been very important since it is one of demanded skill that mostly used in communication.

**c. Aspect of Speaking**

Speaking becomes important because speaking is a skill that can make people easily understand what things are explained. Students speaking ability is expected to be good because they have learned English for some years before and they will have many performances related to the oral skill. It is difficult for them to fulfill some aspect of speaking. These aspects of speaking included :

**1) Accuracy**

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation choice of vocabulary.

**2) Fluency**

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lado (1961) as cited in Husnawati (2017) points out that speaking ability is described as the ability to report acts or situations, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency ( Thornbury, 2005, p.6-7). Furthermore, Thornbury (2005, p.8) states that people can be said as fluent speakers if they fulfill the following features:



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points
- d) There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004, p.87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying „um” and „ah” by subjects as they complete a task.

3) Pronunciation

According to Thornbury (2005,p.128-129), pronunciation refers to the student’s ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p.28) provides more issues related to pronunciation. He suggests tone, intonation, individual voice, voice and spelling, and stress. Pronunciation becomes important because it gives meaning to what is said. Incorrect pronunciation can cause misunderstandings or people involved in offending conversations and will contain different meanings.

4) Grammar

According to Brown (2001, p.62) Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. About contexts, a speaker should consider the following things:

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a) Who the speaker is
  - b) Who the audience is
  - c) Where the communication takes place
  - d) What communication takes place before and after a sentence in question
  - e) Implied versus literal meaning
  - f) Styles and registers
  - g) The alternative forms among which a product can choose
- 5) Vocabulary
- Thornbury (2005, p.22) suggest three usual things used by speaking in what they are being said :
- a) When people speaking, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.
  - b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they can express solidarity.
  - c) A speech also usually employs deictic, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.
- 6) Interactive communication

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Thornbury (2005, p. 129) found that Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. In addition, Brown (2001, p.269) stated that the most difficult faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having a conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties aspect, assessing students through the way they interact is good to train them to have natural speaking.

**7) Appropriateness**

According to Harmer (2001), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are :

- a) Setting
- b) Participant
- c) Gender
- d) Channel
- e) Topic
- f) Complexity



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Brown, Anderson, Shillock, and Yule as cited Nunan (2004, p. 86) declared that what made speaking difficult were related to the type of information that had to be conveyed and was concerned the scale of with the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

**d. Types of speaking**

According to Brown (2004) there are 5 basic types of classroom speaking, they are :

**1) Imitative**

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is the main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. An example of an imitative speaking test is a word repetition task.

**2) Intensive**

Intensive speaking goes one step beyond imitative includes any speaking that is designed to practice some phonological or grammatical aspect of language. Examples of intensive assessment task include : dialogue and sentence

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

completion, reading aloud, directed response tasks, and picture-cues task.

3) Responsive

Responsive assessment task include interaction and test comprehension but a somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of the responsive speaking tasks includes paraphrasing, giving directions and insructions, and question and answer.

4) Interactive

Interactive speaking is similar to responsive one, the difference between them are the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which is carried out to convey or exchanging specific information and interpersonal exchanges which are carried out more purpose of maintaining a social relationships than for the transmission of facts and information. For instance: interviews, role plays, games, discussions.

5) Extensive (monologues)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

to nonverbal responses) or ruled out altogether. The language style is frequently more deliberative (planning is involved) and -formal for extensive tasks, but we cannot rule out certain informal monologues|| such as casually delivered speech ( for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

In summary, the teacher can apply some relevant activities to stimulate and improve the motivation of the students to speak English well. The activities also are expected to give more opportunities to students to practice using the language. Besides, another important thing is how the activities in classroom can achieve the objective of the lesson.

**3. Vlog**

**a. The nature of vlog**

In this era, Computer Mediated Communication (CMC) can be used to encourage students in obtaining the goal of learning that is “effective language learning” meaningfully ( Meskill, C, & Ranglova, K,) in (Maulidah 2017). One of the best feature from CMC is the existence of web-blogging in which it provides the application of vlog. The existence of it can facilitate students to reach the goal of learning. Vlog is one of media latest technologies that opened new ways of communication through public created media (baran, 2007). It is clear that short segments of video blog are more effective in the teaching



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

process because the teacher can choose any part which of certain language that will be learned and practiced by the students. If blog is writing some information sharing on a web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then apload or share on the socal media platform Youtube, ( Fiddan & Debbag 2018). According to Amir (2019) Vlog is personal record in the form of video that is updated and distributed in general, and it includes of blogging activities using the medium of video over the main media source using text or audio. Video is technology for capturing, recording, processing, transmitting and rearrange moving image. While blog is personal records that are frequently update and distributed to the general public.

A video blog, or vlog, is defined as a blog that uses video as its main source instead of texts. YouTube is one of social media platforms that can be accessed in order to upload and watch vlogs from many countries with various knowledge contents (Clarkson, 2015) in (Mohammad & Aminabibi 2020). YouTube is believed as a helpful platform for students to learn skills in ESL because it can be integrated with various lessons inside and outside of the classroom (Jalaluddin, 2016). Vlog offer opportunities to develop English language skills in many ways. Maulidah (2017) found that Vlog significantly improves students' speaking ability. It can boost students' encouragement by providing fun and accessible learning process. In addition, it promotes

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

good presentation in students' speaking performance. They will be able to interact in authentic environment to get a lot of exposure in speaking. In addition, students get a chance to build up their autonomous learning. Those several things bring students to enhance their progress in speaking ability. For further discussion, the role of vlogs as media of teaching with its practical concept such approach used or techniques implemented can be interesting. Others, content analysis on vlog project result in terms of language used by the students which errors or pattern may be found is also brilliant. The discussion of vlogs is still warm and it has wide room to debate in the way of process and its existence as the media of learning. Relating to this case, the researcher is inspired to conduct a teaching media in the form of digital vlog. This media is expected to improve the English skill of the students.

**b. Advantage and disadvantage of vlog**

There are many advantages of vlog that can be used by English teachers in teaching speaking. Based on Yulianti, the advantages of vlog as follows:

- 1) Vlog is an essential medium since it enables students to replay, rewind, stop, fast-forward the video until they understand the content well.
- 2) Vlog gives new enjoyment experience for both teachers and students.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 3) Vlog allows students to learn from expert directly without leaving school.
- 4) It help the students understand the topic when they are able to see their teachers or someone else demonstrate the topic through the vlog. Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many times as they want.

While the disadvantages of the use of vlog are among others:

- 1) Small screen monitor will limit attendance, unless the network monitors and upgrades video projection system.
  - 2) When it is used, video equipment should be readily available at the place of use. The nature of the communication one way direction and must be balanced with the search feedback forms the other. Due to the nature of the video can be repeat nor dismiss, then teachers can invite to communicate with students about the content/message from the video viewed, as well as frequently asked questions about video for the record. So communications are not only one direction.
- 4. Students' Perception towards using vlog to improve speaking ability**

Students' perception towards using vlog to improve speaking ability may be different for every student. It can be caused by their different background aspects. Some students may think that using vlog is a good way, useful, interesting, and attractive in teaching speaking. While some of the students may think that using vlog is not a good thing, useless, not interesting and less attractive. Based on the differences in perception



among the students, the researcher wants to analyze and observe their perception. This necessary because as a lecturer has to know the students' feelings and students' responses in learning English courses. Because as mentioned before that perception is one aspect of psychological background that can have differences. So, it is very important to investigate about students' perception towards using vlog to improve speaking ability.

## B. The Relevant Research

Relevant Research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. In this research there are several researches relevant to research:

1. Nailis Sa'adah Safitri, Ianatul Khoiriyah (2017) entitled: "Students' Perceptions on The Use of English Vlog (Video Blog) to Enhance Speaking Skill". The participants of this research were 5 students (two males and three females) of English Education Department, Faculty of Psychology and Socio-cultural Science, Universitas Islam Indonesia who learnt Listening and speaking subject by using purposeful sampling. Used qualitative research. In order to achieve the aims of the study, the authors used three types of data collections; students' interview, observation, and document. The result shows that students' perceptions on the use of English Vlog to enhance speaking skill are good through various strategies. Furthermore, students have good English skills by using English Vlog as the media to learn English.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Ahmad Farda Muzakki (2019) entitled: “ Students’ Perception on The Use of Vlog in Improving Students’ Speaking Skill Senior High School at Solihuddin School, Songkhlaa, Thailand”. In conducting, the researcher used Qualitative analysis. This researcher took students who understood technology in the Solihuddin School as the participants. Based on the data analysis, the result in students’ perception on the use of vlog in improving students’ speaking skill Senior High School really enjoy and master the vlog in their speaking so they can speak confidently and fluently. Students’ enjoy what students’ do in making a vlog because they are free to speak creatively and innovatively. This method can be effective in terms of speaking skill students”.

3. Novita Lestari (2019) entitled: “Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students Perspective”. The purposes of this research were: 1) to know how students’ perspective on the use of video blog to improve speaking skill and 2) to study about what student’s strategy in using video blog to improve speaking skill. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students’ perspective in the use of video blog and students’ strategy to use it while the data came from the students’ interview and observation. The result shows that students’ perspective on the use of video blog to improve

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

4. Amira Mohammad and Aminabibi Saidalvi (2020) entitled: “Students’ Perceptions on the Use of English Vlog Within Youtube to Enhance Speaking Skills”. This study investigated students’ perceptions on the use of English vlog within YouTube to enhance speaking skills. The respondents were 59 fourth-year students from School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Johor Bahru. This study utilised mixed method design using a set of questionnaire as the main instrument and supported with interview questions. The questionnaire was distributed through Google form and later six of the respondents were randomly selected for interview sessions with their permission. The data was examined using descriptive and thematic analysis. The results showed that students have positive perceptions towards English vlog as vlog can enhance their speaking skills. The students perceived English vlog within YouTube offers many positive impacts towards students’ speaking improvement in the aspects of language learning and motivation. From English vlog within YouTube, students perceived that they learn many new vocabularies, correct pronunciation, contextual words, and different slangs. Students also believe that vlogging increases their motivation to speak in English. It is



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

concluded that students believe video blog (vlog) can enhance students' speaking skills.

5. Muhammad Jahid Marzuki (2019) entitled: "The Use of Digital Vlog Media to Enhance Students' Speaking Skill". This research employed quasi experimental design. The population of this research was the second semester students of English Department of IAIN Bone in academic year 2018/2019. This research used random sampling. The sample of this research consisted of 40 students that belong to two groups; 20 students in control group and 20 students in experimental group. The data on the students' speaking skill dealing with the three criteria in assessing speaking test namely accuracy, fluency and comprehensibility were analyzed by using descriptive and inferential statistics in terms of SPSS 20 windows program, and the data form questionnaire on the students' perception were analyzed by using Likert scale from questionnaire. The students' result of posttest of experimental group is significantly enhanced than the students' result of posttest of control group by the mean score  $68.06 > 58.24$ . The difference of both scores is statistically significant based on the t-test value at significant level 0.05 in which the probability value is lower than the significant level ( $0.00 < 0.05$ ). The mean score of the students' perception was 74.57 and it was categorized as positive perception. It can be concluded that the use of digital vlog was effective to improve the students' speaking skill, and the students gave positive perception in learning speaking by using digital vlog media.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

From the result above, the researcher concludes that the use of Vlog as the media to help students' improve speaking ability is effective because its usage has many advantages compared to its disadvantages, as for the existing challenges, it could be anticipated and solved by each student. Furthermore, Vlog can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of culture. The researcher proved that students' perceptions towards using Vlog to improve speaking ability are positive while the strategies that used were various based on the results of the data explained above. However, the studies on University Students' perceptions towards using Vlog to improve speaking ability quantitatively are still rare. five studies that are found related to this topic. Then, only three study was conducted in Indonesia. Therefore, this research will fill the gaps.

### C. The Operational concept

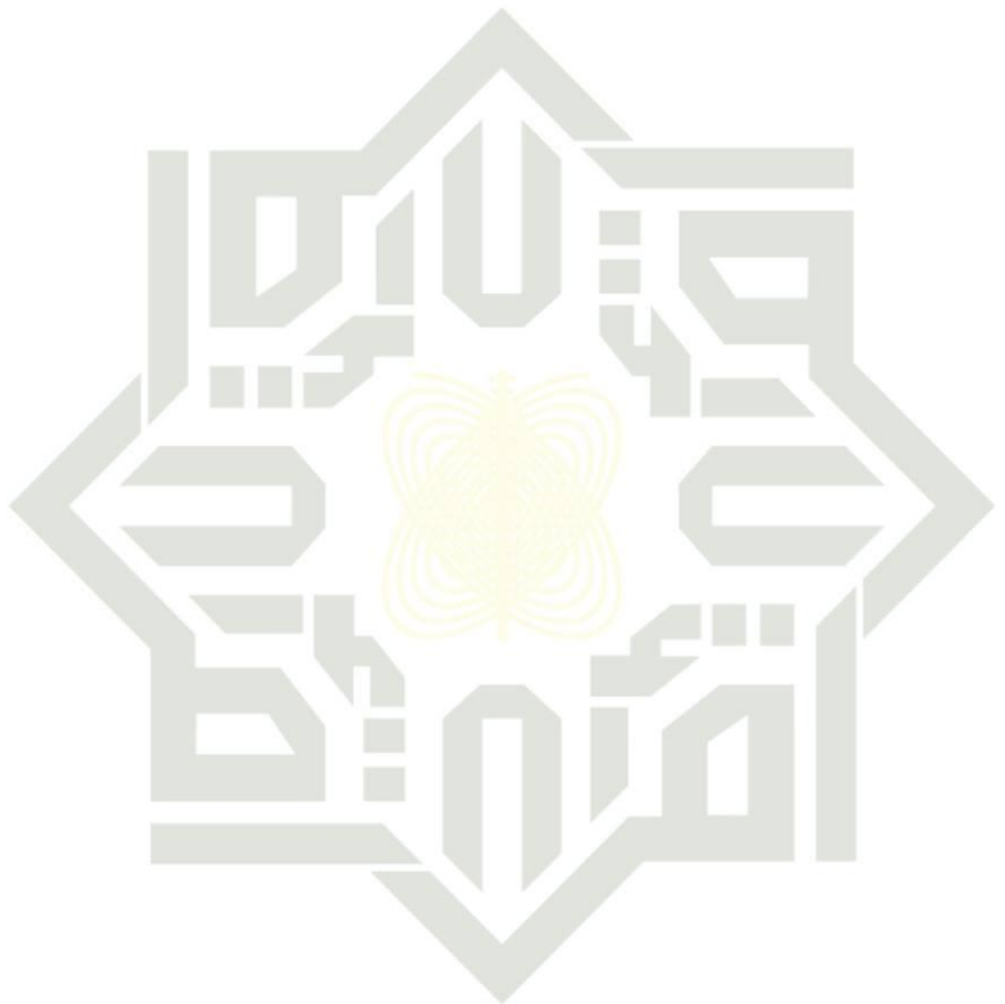
Operational concept is the concept used to clarify the theories in order to avoid misunderstanding. Syafi'I (2018) stated that operational concepts are derived from related theoretical concept on all of the variables that should be practically and empirically operated in a research paper. It should be interpreted into particular words to make it easy to measure. The indicators of student perception using vlog based on theory Balbay & Selcan (2017).

1. The students had positive idea about using Vlog

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The students can use vlogs inside and outside the classroom to improve their speaking ability
3. The students are interested in learning English by using vlog
4. Vlog has proven to be very effective.



UIN SUSKA RIAU



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. The Research Design

The type of this research is quantitative research and it use survey design. According to Creswell (2012) survey design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. Survey research use to describe trends and surveys help identify important beliefs and attitudes of individuals, the key of characteristics of survey research are Sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection and obtaining a high response rate. According to Creswell (2012) quantitative research of educational research in which the researcher decides what to study, asks a specific, narrow question, collects numeric (numbered) data from participants, analyzes these number using statistics, and conducts the inquiry in an unbiased, objective manner. In this study, the researcher wants to give a detailed understanding of students' perception towards using vlog to improve speaking ability.

#### B. The Location and Time of Research

This research was held at English Education Department State Islamic University of Sultan Syarif Kasim Riau which is located at JL. HR. Soebrantas Panam Km.15 no 155, Tuah Madani, Kec. Tampan, Kabupaten Kampar, Riau 28293. This research was held in September 2021.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## C. The Subject and Object of Research

### 1. Subject of the Research

The subject of this research was the ninth semester English students at English Education Department State Islamic University of Sultan Syarif Kasim Riau.

### 2. Object of the Research

The object of this research was the students' perception towards using vlog to improve speaking ability.

## D. The Population and Sample of Research

### 1. The Population of the Research

Based on Creswell (2012)" A population is a group of individuals who have the same characteristic". The target population of this research is the ninth semester at English Education Department State Islamic University Of Sultan Syarif Kasim Riau, there are 5 (five) classes consisted of 155 students.

**Table III.I**  
**Population of the research**

NO	CLASS	TOTAL
1	A Class	26
2	B Class	30
3	C Class	34
4	D Class	31
5	E Class	34
	Total	155

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In the researcher using proportional convenient sampling, sample is selected because of availability. Explained by (Sugiyono (2015) Convenience sampling is a method of selecting a samples by choosing samples freely as the researcher wishes. Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are “convenient” sources of data of reserchers. In this research, sample is taken based on availability of elements and the easy of obtaining them, the sample at the right place and time. This sample techniq is a tyme-saving method. This method is fastest because researcher have the freedom to choose who will be the sample. Here it is seen that the (respondent) is a accessible easy to measure and usually very helpful and willing to cooperate.

**2. The Sample of the Research**

Based on Creswell (2012) “The Sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population”. The researcher considered that in this research paper, the population was too large, The population was more than 100 persons. According to arikunto (2013, p.134) “if the total population is more than 100, it is better to take 25% or more”. In this research the sample size will be 50%. Because the population total are 155 students, so the sample are  $50\% \times 155 = 78$  students. It can be seen in the following table:



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table.III.2**  
**Table for Determining Sample Size**

No	Class	Number of Students
1	A Class	13
2	B Class	15
3	C Class	17
4	D Class	16
5	E Class	17
	Total	78

## E. The Technique of Data Collecting

The data collection of the research collected by using questionnaire.

### 1. Questionnaire

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information (Creswell, 2012). Questionnaire is often more economical in terms of time and money (louis cohen, 2018). The questionnaire was used to know how students perceptions of using vlog to improve speaking ability. The result of this questionnaire would answer the research question.

In this research, the questionnaire is adopted from Balbay & Kilis (2017). It used the Likert scale which contained five alternative answers namely “Strongly Agree (Sangat setuju), Agree (Setuju), Undecided (Netral), Disagree (Tidak setuju) and Strongly Disagree (Sangat tidak setuju). For positive items (favorable), “Strongly Agree” was given score

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5, “Agree” was given score 4, “Undecided” was given score 3, “Disagree” was given score 2 and “Strongly Disagree” was given score 1. Meanwhile, for negative items (unfavorable), “Strongly Agree” was given score 1, “Agree” was given score 2, “Undecided” was given score 3, “Disagree” was given score 4 and “Strongly Disagree” was given a score 5.

The questionnaire acquires with respondents’ opinion in responding to the following options:

**Table.III.3**  
**Likert-Scale Score**

Option	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

(Cohen, 2007, p.253)

It was used to find out how students’ perception towards using vlog to improve speaking ability was. The questionnaire described some statements for the respondents to know how students’ perception towards using vlog to improve speaking ability English students’ at English Education Department State Islamic University of Sultan Syarif Kasim Riau.

UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table.III.4**  
**The Blue Print of the Questionnaire of Students' Perception**

No	Question Indicators	Question Number
1.	The students had a positive idea about using vlog	5, 6
2.	The students can use vlogs inside and outside the classroom to improve their speaking ability	2,3, 10
3.	The students are interested in learning English by using vlog	1, 7, 8
4.	Vlog has proven to be very effective.	4, 9

**2. Validity and Reliability of Questionnaire**

**a. Validity**

According to Gay, Milss and Airasian (2012, p. 179), validity refers to the degree to which a test measures what is supposes to measure and, consequently, permits appropriate interpretation of scores. Validity is very important in order to test how valid the instrument can measure the variable. Furthermore Gay say there three kinds of validity, they are content validity, criterion related validity, and construct validity.

In this research, to determine the validity of the questionnaire, the researcher conducted a try out by handing 70 students who are not included in the research sample. The researcher compare r observed to r table at significant level 5% is 0.235. The r observed should be higher than R table to be considered as valid questions. In contrast, if the r observed less than R table, it can be concluded that the item is invalid and must be remove or corrected.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.5**  
**Validity of the Questionnaire**

	Corrected Item Total Correlation	R table ( N- 2)= 24 Significant 5%	Expanation
Item 1	0.438	0. 235	Valid
Item 2	0.649	0. 235	Valid
Item 3	0.530	0. 235	Valid
Item 4	0.473	0. 235	Valid
Item 5	0.647	0. 235	Valid
Item 6	0.621	0. 235	Valid
Item 7	0.441	0. 235	Valid
Item 8	0.585	0. 235	Valid
Item 9	0.583	0. 235	Valid
Item 10	0.266	0. 235	Valid
Item 11	0.427	0. 235	Valid

The result showed that, all of the items were valid. The item of questionnaire was valid since the r observed was higher than r table. Thus, all of the items of the questionnaire were acceptable.

**b. Reliability**

According to Gay, Mills and Arisan (2012, p. 164), reliability is the grade to which a test consistently measure whatever it is measuring. To know the reliability of the questionnaire in this research, the internal reliability was used. Internal consistency was used by administering the instrument once, and analyzed the data with the certain technique (Sugiyono, 2011, p. 185). Below was the table category of reliability test to determine the level of reliability of the questionnaire.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Table III.6**  
**Reliability test of Questionnaire**

Cronbach's Alpha	N of Items
.716	11

From the table above, it can be seen that the value of Cronbach's alpha was 0.716. The value was higher than the standard of cronbach's alpha 0.60. Thus it can be concluded that, the questionnaire was reliable and the level was very high.

#### F. The Technique of Data Analysis

In this research, the researcher uses descriptive statistics to find the students' perception towards using vlog to improve speaking ability. Cohen, (2018) said that descriptive statistics do what they say: they describe, so that researchers can then analyses and interpret what these descriptions mean. To measure the students' perceptions, the questionnaire was employed. In the questionnaire, several answers were provided by the researcher.

**Table.III.7**  
**Rating of Students' Perception Interpretation**

Value Range		
Likerts Scale	Percentage	Category
5	80% - 100%	Very Positive
4	60% - 79,99%	Positive
3	40% - 59,99%	Uncertain
2	20% - 39,99%	Negative
1	0% - 19,99%	Very Negative

(Adopted from Harlinda, 2019)



**Hak Cipta Dilindungi Undang-Undang**

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Then, to analyze the data of the students' perceptions towards using vlog to improve speaking ability by using questionnaire, the researcher used the formula (Anas Sudijono, 2011, p. 43):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentages

F = Frequency

N = Number of samples

It was used to find out how is students' perception towards using vlog to improve speaking ability was. The questionnaire described some statements for the respondents to know how the students' perception towards using vlog to improve speaking ability was at English Education Department state Islamic university of sultan syarif kasim Riau was. Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 20 program for Windows.

UIN SUSKA RIAU



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. The Conclusion

This research was conducted to find out how was students' perception towards using vlog to improve speaking ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau. Based on the findings and the discussions in the previous chapters, the researcher concluded that students' perception was categorized "Positive" perception towards using vlog to improve their speaking ability.

#### B. The Suggestion

Based on the conclusions above, here are some suggestions to the teacher, and researcher in order to gain effective teaching learning process.

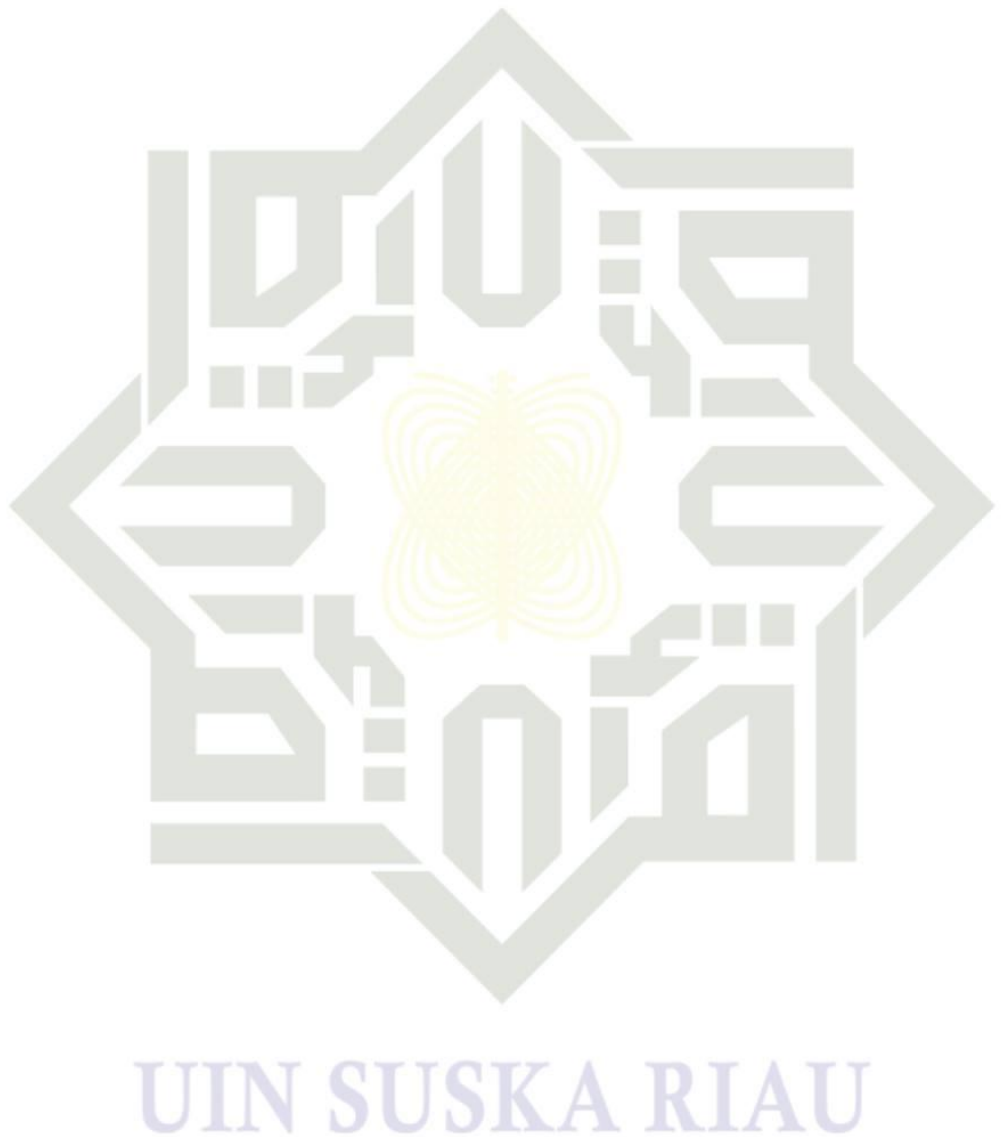
##### 1. For the teachers

The teacher can be more creative to create interesting and enjoyable teaching-learning process. It means the teacher might choose variations media which appropriate in teaching speaking in order to increase the students' speaking ability. English teacher can use vlog in order to support the learning atmosphere and gain student's involvement.

##### 2. Other Researchers

The researcher realize that the results are far from being perfect. Therefore, the researcher expects this research will be useful as a

reference to the next researcher who is interested in undertaking a similar study maybe with different topics. This is very important because more studies are conducted with a various topic, it is very likely that the quality of teaching is improvement.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## REFERENCE

- Andam, Z. S., & Ali, A. F., (2012). Speaking As An Indicator Of General Proficiency In Placement Test. *Journal of English and literature Vol. 3(6)*, pp. 136-149, October 2012.
- Amir, I. L. (2019). The effectiveness of video blog (vlog) in teaching speaking of explanation text. pp.1
- Arikunto, S. 2013. Prosedur Penelitian Suatu Pendekatan Praktik. Edisi Revisi. Jakarta: PT. Rineka Cipta
- Babay, S., & Selcan, K., (2017). Students perceptions of the use of a Youtube channel specifically designed for an academic presentation skills course.
- Brown, H. Douglas. (2004). *Language Assessment Principles and Classroom Practices*. San Fransisco State University: LONGMAN.
- Celik, C. C., & Tatiana, C., (2016). Vlogging: A New Channel for Language Learning and Intercultural Exchanges. *EUROCALL*. pp.120
- Creswell, J. W. (2012). *Educational Research*. Lincoln: PEARSON.
- Dionar, W. S., & Adnana, A., (2018). Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game. *Journal of English Language Teaching Volume 7 No. 2*, pp.370.
- Haryanto, D. A., (2015). Students' Perception on The Use Video Animation to Teaching Listening to the First Grade at SMA Negeri 1 Pakel Academic year 2014-2015.
- Halinda. N., (2019) Students perceptions in using Youtube as media for learning English as a foreign language.
- Heng, S. T., (2011) Pedagogical applications of vlog: an investigation into ESP learners' perceptions. *British Journal of Educational Technology Vol 42 No 5* 2011 736-746.
- Husnawati. (2017). Students' Speaking Performance: Some Challenging Factors. 5-13.
- Jill H. & Charles, H. (1999). Simple speaking activities. New York: OUP Oxford.
- Kusha, K., Mike, T., & Mahshid, A., (2012). The rple of online video in research communication: a content analysis of youtube videos coted in academic

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- publications. *Journal of the American Society for information Science and technology*, 63(9), 1-24.
- 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 & Social Science*.
- Luoma, S., (2004) Assessing Speaking, *TESL-EJ Teaching English as a second or foreign language December 2005 volume 9, Number 3*.
- McGoldrick & Caffrey (2009). Knowledge, Perception, and attitudes of library personnel towards preservation of information resources in Niferian federal university libraries. *Library Philosophy and practice (e-journal)*, 1-8.
- Mohammad, A. & Aminabibi, S., (2020). Students' Perceptions on the Use Of English Vlog within Youtube to Enhance Speaking Skills.
- Mohammad, A., & Saidalvi, A. (2020) Students perceptions on the use of English vlog within Youtube to enhance speaking skill. *Virtual symposium on teaching and learning 2020*.
- Muhsin, M. (2018). The Use Of Video Blogging As Media To Improve Students' Speaking Skills. pp.9.
- Mulidah, I. (2017). Vlog The Mean To Improve Students Speaking Ability. *Advances in Social Science, Educational and Humanities Research, Volume pp.145, 12*.
- Muzakki, A. F., & Yani, A. I, (2019) Student Perception on The Use Of Vlog In Facilitating Student Student Speaking Skill At Solihudding Senior High School, Thailand. *English Journal Vol. 13, No. 1; March, 2019, pp. 51-61, 51-61*.
- Muzakki, A. F., (2019). Student perception on the use of vlog in improving students speaking skill senior high school at solihuddin school, songkhlaa, thailand. *Bogor English Student and Teacher (BEST)*, p.163-166.
- Nunan, D. (1991). *Language Teaching Methodology* . Macquarie University, Sydney.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGrawHill.
- Nunan, D. (2015). *Teaching English to Speaking of Other Languages*. New York And London: Routledge.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Pranestiya, A. (2013). "Student Perception on The Use of Powerpoint in Public Speaking Classess".
- Puspitaningtyas & Maria, V. W., (2018). Student Perception On The Use Of Subtitled Video To Increase Their Motivation In Learning English: A Case In Smp Pangudi Luhur Moyudan. pp.1.
- Rasmita, & Amna, S., (2020) Development of English teaching materials with poster presentation assisted vlog. *Al-ishlah: jurnal pendidikan. Vol.12, No.2 (2020)*.
- Safitri, N. S. & Lanatul. K,(2017). Students' perceptions on the use of english vlog (video blog) to enhance speaking skill. pp.241.
- Saiful, J. A., (2019) EFL teacher's cognition in the use of Youtube vlog in English Language teaching. *Journal of foreign Language Education and Technology*. 4(1). 72-91
- Sari, F. M. & Achmad, Y. W., (2019). Undergraduate Students' Perceptions Toward Blended Learning Through Instagram In English For Business Class. *international journal of language education vol.3 no. 1, 2019, pp.64-67, 64-67*.
- Sarkol, K. (2016). Student Perception Of Learning English In Senior High School Of Kaimana, West Papua. pp.8.
- Sun, Y. C. (2009). Voice Blog: An exploratory study of langauge learning. *Language Learning and Technology june 3009 volume 13, number 2*, pp 88-103.
- Ummერი, O.G. (2009) Perception and Conflict, school of arts and social science, National Open University of Nigeria. *P.18*.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## BIOGRAPHY/CURRICULUM VITAE



**WIJI ASTUTI**, was born on April, 2st, 1999 in Teluk Piyai. She is youngest daughter of three children by couple Zainoddin and Semirah. She had finished her study at SDN 011 Parit Aman 2012 then, she continued at Pondok Pesantren Raudhatul Jannah 2014 then, she continued at MAN 1 Rokan

Hilir 2017. On September 2017, she continued her study at English Education Department, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. She was doing KKN (Kuliah Kerja Nyata) in Bagan siapi-api, Rokan Hilir on July-August 2020, and she was doing Teaching Practice (PPL) in SMA YLPI Pekanbaru on September- December 2020. In finishing her study to fulfill requirements for Undergraduate Degree in English Education Department, she conducted the research on September by the thesis entitled “ Students’ Perception towards Using Vlog to Improve Speaking Ability at English Education Department State Islamic University of Sultan Syarif Kasim Riau”.