

**THE IMPLEMENTATION OF VIDEO BLOG (VLOG)
IN TEACHING SPEAKING ON THE TENTH GRADE STUDENT
AT SMK AL HIKMAH TANON IN ACADEMIC YEAR OF 2020/2021**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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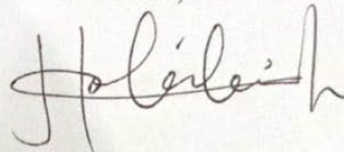
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DEDICATION

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.
2. My beloved mom , Mrs Iput Sri H and my beloved dad, Mr Teguh Arifianto and my Brother Raka Putra.
3. My Skripsweet squad Anisa Mifta, Nurul Hikmah, Lia Safitri, Anjar, Dewi Farida.
4. My dearest friend of C class, thanks for My beloved parents, and my family who give love, support, praying and everything.
5. And everyone who loves me that cannot be mentioned one by one.

Thanks for being my support system and thanks for everything The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

MOTTO

“There is no strenght (no change the condition) nor any power except by Allah” (
Al-Bukhari and Muslim)

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Surakarta, May 24th 2023

The Researcher



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ABSTRACT

Othalia Putri F. 2023. The Implementation of Video Blog (Vlog) in Teaching Speaking on the Tenth Grade Student at SMK Al Hikmah Tanon in Academic Year Of 2020/2021.

Advisor : Habibi Nur Hidayanto, M.Pd

Keywords : *Teaching, Speaking, Video Blog*

The objectives of this study are explain: (1)implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021 (2) students perceptions toward the implementation of vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021

The design of this research is descriptive qualitative research. The subject of this research was the students of X Class in SMK Al Hikmah Tanon. The data of this research were collected throug observation, and quisionaire supported with interview. The collected data were analyzed through Gilly Salmon. Then, to point out the trustworthiness of the data, this research used methodological triangulation.

The findings of this study indicate that, first, the application of video blogs as a medium for learning English, in this case the teacher applies all stages of theory in teaching using e-learning by Gilly Salmon. So that online learning using Video Blogs can include direct learning. Second, the questionnaire data analyzed about students' perceptions of video blogs using the theory by Walgito showed the result that the use of Vlogs as a learning medium is easy to use and useful for use in English. This influences them to use this application in learning English.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

The COVID-19 pandemic has had a massive impact on life in the world. All aspects and fields are undergoing significant changes. In this pandemic, the Indonesian government urges all people to stay at home to reduce the spread of the covid 19 virus. Teachers must implement a new learning system that can reduce the impact of covid 19, namely the distance learning system. This online learning system is familiar to the education system in Indonesia. Pinatih et al. (2021, stated that teachers must be more creative and innovative in their teaching and learning process during the pandemic era. This system is rarely used due to several factors, such as technological devices, the internet, and human resources.

This online learning system utilizes several applications to support teaching and learning activities, such as Google Meet, Google Classroom, Zoom, Video Blog, and chat-based applications such as WhatsApp and Line. Through this application, teachers and students can more easily carry out teaching and learning activities over a distance. According to Navy Annury (2019: 95), teachers need media to improve students' skills, and the term media itself covers all normal ranges of modern communication media such as audiovisual aids, cinema, video, internet, photography, pictures, advertisements, newspapers, magazines, games, etc. One of the new methods that teachers easily use to teach students is a video blog.

Video blogs or Vlogs are learning media that can be used to teach students in the current pandemic conditions. (Safitri & Khoiriyah, 2017) Stated that video blogs provide a richer experience than sites with text blogs because the collaboration of video, sound, images and text enhances the informational and emotional content shared with other Internet users. Teachers must elaborate on teaching media to stimulate students' thoughts, skills, and attention. Many students experience boredom when the learning process takes place; therefore, audio-visual media is beneficial to encourage and facilitate the entire learning process and can attract students' attention when the teaching and learning process takes place. Based on Bajrami (2016: 505) states that video can be used as good input as well as a motivational tool in teaching and learning. Students find the experience of using videos to be interesting, relevant, practical, and somewhat motivating in class. There are also several previous studies related to this research, for example, analysis from Inge Angelica Valimbo (Mercu Buana University Yogyakarta), which aims to improve students' speaking skills and investigate the extent to which students' speaking skills improve. Her study also concluded that video blogs are more efficient and effective for teaching speaking because students can correct their pronunciation, vocabulary, and grammar deficiencies.

Implementing an online teaching system and using supporting audio-visual media such as vlogs during the current pandemic takes work. This is inseparable from the various obstacles faced by teachers. Disruption of the network and reduced student attention to the teacher are obstacles and

problems teachers must solve when teaching using vlogs or online. Therefore, in the current distance learning situation, teachers must be good at choosing and designing online learning media, especially in learning English as part of the lesson plan, so that students have an interest in learning and can understand the lessons given by the teacher carefully. . The learning model carried out by the teacher has an important role in the success of education. Educators must always be able to choose and apply a suitable model according to what is being taught (Situmorang Adi., 2020). A video blog is a general modification of activity blogging that changes the written context of language into spoken (oral), which is captured by a camera and published as a video (Mogallapu, 2011: 6). Most video blogs (vlogs) uploaded on YouTube Channels to share any information related to the content they create.

As a teaching medium, the vlog is used because the role of the model is to get students' ideas in speaking, motivate students to be active, and influence students' pronunciation. By using vlogs, students are also guided to become independent learners to learn language content, pronunciation, grammar, and structure of sentences. Teaching English with different skill levels in each class requires teachers to use effective strategies to learn the material. Teachers must be creative in choosing material and be able to stimulate students to remain enthusiastic. Therefore, teachers must develop several supporting strategies for online-based teaching and learning. Speaking is the most challenging skill to teach when learning English during a pandemic, which is valid for the other four language competencies.

Furthermore, Pinatih (2021) state that all basic skills are interdependent. Facts, on the other hand, show that speaking is the most important communication skill. As a result, language teachers need a new approach in teaching because there is no face-to-face learning process.

Speaking also has another purpose, namely activities involving language use to communicate between members of society to demonstrate one's language skills, according to Parmawati (2018). Moreover, according to Marjuki and Nurpahmi (2019) say that data analysis showed significant differences in students' speaking abilities before and after being trained through video blogs. The results of statistical analysis evidenced this at a significance level of 0.05 with degrees of freedom (df) = $N-1 = 20-1 = 19$, which indicates that the final test score of speaking ability I (13.309) is more significant than t-table (2.093). Therefore, video blogs can improve students' speaking skills. Furthermore, according to Lestari (2019), students' perspective on using video blogs to improve speaking skills is good through various strategies.

In addition, students have good English skills by using video blogs as a medium for learning English. Therefore, According to Ersan et al., students implemented Vlogs in the speaking class in two cycles, and the results showed that students were more involved in the speaking class. The majority of students improved their speaking skills well. The research findings show that student achievement increases from the beginning to the end of the second cycle. The initial condition mean was 65.76 and increased to 80.30 during the final investigation. In addition, Vlogs can help students

improve their English speaking skills. Students are more able to tell stories, express ideas, and others. Students can also engage in video blogging as project assignments. This project assignment is adequate for improving their communication skills in a foreign language. This is the reason why English has a positive contribution to leading students to build their speaking skills. In addition, students enjoy, be happy, have fun, and are more comfortable learning English together or independently. During the teaching and learning process, students give opinions or ask something if they experience difficulties.

Vlogs are an efficient and effective way to make other students who have low motivation interested and enthusiastic about taking lessons. The researcher also found that the students' speaking ability was still common during teaching and learning. Then the video blog (vlog) technique was given to them only to help them understand the material so they could catch the meaning easily as well as help them to understand it. Produce speech and speak more fluently than ever before. Based on this, there is a good improvement when video blogs (vlogs) are applied to the teaching and learning process. The use of the vlog itself is to provide more opportunities to talk and build their ideas and imagination or to help them make Mind theater, and vlogs can be an efficient and effective way to improve students' speaking skills. That is why the researcher believes that by using video blogs (vlogs), it is hoped students can be active, and also have more opportunities to express their thoughts, emotions, feelings, and attitudes when they explain something to practice speaking. Abilities in everyday

life. Based on the explanation above, the researcher will conduct research entitled: **“THE IMPLEMENTATION OF VIDEO BLOG (VLOG)IN TEACHING SPEAKING ON THE TENTH GRADE STUDENTAT SMK AL HIKMAH TANON IN ACADEMIC YEAR OF 2020/2021”**

B. Identification of Problem

Based on the background of this research, here are some reasons why researchers identify the application of vlogs as a Platform for Online English Learning at SMK AL HIKMAH TANON. In addition, this technology is always needed in developing rapidly. This helps people in their daily activities including in educational learning, especially learning English. So, in the conditions of the Covid-19 pandemic, learning can change from face-to-face to a courageous system. Many schools still experience stuttering in preparing bold learning media so that teachers and students have difficulty adjusting to brave learning. Therefore, we need a media innovation that is interesting, simple and easy to use and does not burden teachers or students, namely Vlogs. By using this media, researchers observe students during the online learning process, about student development and what is felt when using vlogs as a learning medium.

C. Limitation of Study

The scope of this research focuses on the application of vlogs as a learning medium used by teachers in teaching speaking skills during a pandemic situation at Al Hikmah Tanon Vocational School. Researchers tried to analyze how the application of vlogs as a medium for teaching speaking by teachers in tenth grade at Al Hikmah Tanon Vocational School.

D. Problem Statement

1. How is the implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021?
2. How is the students perceptions toward the implementation of vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021?

E. The Objective of the Study

1. To describe the implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021.
2. To describe the students perceptions toward the implementation vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021.

F. The Benefit of the Study

1. Theoretical
Video blog (vlog) as the media which is enables to be more acceptable and exciting way to increasing students' speaking ability on teaching and learning process. The researcher does hopes that this study can give more information and also can be become references for the readers related to media in teaching and learning process and they can develop more and more perfect research.

2. Practical

a. For the Student

The result of this study will give benefits especially for the students because it helps them to know the way in order to increasing their speaking ability by watching video blog (vlog) to simply understanding and mastering english language which will be helps them to speak in english fluently on their daily life.

b. For the Teacher

The teachers also will be get such an inspiration and ideas to used unique and effective teaching media to teach their students, with many variation students will be more active and participated on the class.

G. Definition of Key Terms

The title of this thesis is The Implementation of Using Video Blog (Vlog) in Teaching Speaking on The Tenth Grade Student At Smk Al Hikmah Tanon in Academic Year Of 2020/2021. In order to avoid misunderstanding in interpreting terms used in this study. The researcher would like to give some definition related to the key terms:

1. Speaking is the production skill that is included in to main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and also pronunciation through some activities, fluency into account “the ability to keep going when speaking spontaneously”. Speaking is become one of those four basic skills that we should gain it well. (Philips and Walter, 1995).

2. Teaching Speaking is here we need to trying several strategies for teaching speaking that can be used to help language learners in order to gain practice in speaking. (Nunan, 2003).
3. Perceptions is aprocess that ispreceded by the sensing process, which is the processs of receiving stimulus by individuals through the sensory device or also called sensory process. But the process does not just stop, but the stimulus is continued and the next process is the process of perceptions Walgito (2010)
4. Vlog is one of the popular technologies that can be used as a teaching media, Nunan (2013).

CHAPTER II

REVIEW ON RELATED STUDY

A. TEACHING

1. Definition of Teaching

The success of student education depends largely on the responsibility of teachers to carry out their duties. According to Nasution (1982) says that instructional activity is defined as all the complex activities by which the teacher aims to organize or manage the environment as much as possible and to relate it to the child so that the learning process takes place. Therefore, students' learning process and learning success also depend on the interaction of teachers in the teaching process. According to Brown (1994) suggests that teaching absolutely means showing or helping someone learn, giving direction, directing the study of something, imparting knowledge, knowing or understanding. Based on the above statements, teaching can be described as the activity or process of helping someone acquire knowledge and learn to do something. It involves the transmission of science, skills and attitudes. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students also developing students' skills and strategies for learning. At the same time, they learn the content of the curriculum. It means that teaching is transfer process knowledge from teacher to the students. Teacher must know about teaching activity and the behavior of students. According to Rasto (2005) states that teaching is an act that requires a heavy moral responsibility.

2. Teaching Speaking

Teaching has a primary meaning as the process of giving information to students. When doing a teaching activity, the teacher is knowledgeable, a message or a skill to the student, and at that moment also occurs an interactive process between teacher and students. Many experts have differently defined the word teaching. Nemser and Buchmann (2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (2009) stated that teaching, defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly. According to Thornbury (2005) explains speaking as interactive and requires cooperation in managing speaking turns. According to Thornbury (2005) speaking is a skill that needs to be developed and practiced independently of the grammar curriculum. Kayi (2006) added that speaking is a productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

3. Teaching English with Technology

The use of modern technology in English teaching is widely understood as including the innovative application of methods, tools, materials, equipment, systems, and strategies directly related to English language teaching and leading to the realization of expected goals. In addition, Ahmadi (2017) stated that one of the crucial learning elements is

the method instructor use in Their classes to facilitate language learning.

The advanced development of Information and Communication Technology has provided excellent opportunities for teachers and students to experience English language teaching and learning activities beyond their traditional classrooms, that is, through online learning. According to popular teaching theories, students can better acquire and hone their language knowledge and skills when using the learning potential of technology. According to Becker (2000), computers are an important instructional instrument in language classes in which teachers have Convenient access, are sufficiently prepared, and have some freedom in the curriculum. Many teachers regard Computer Technology as a significant part of providing a high-quality Education.

The use of technology as media in the classroom is constructive. Furthermore, media technology can increase students' interest in learning. Vlogs are a kind of modern technology that can be used as good media since it is enjoyable for students. Computer technology is an invention that allows the presence of some or all forms of stimulus, namely relations or human interaction, reality, moving images or not, the writing and voice recorded.

B. MEDIA OF TEACHING

1. Definition of Media

Media can be defined by its technology, symbol systems, and processing capabilities. The characteristic of its medium technology, the mechanical and electronic aspects determine the function and some extent, its shape and physical features (Kozma, 1991). According to Briggs (1979) media is a tool to stimulate students' learning process.

Mahnun (2012) says media is a means of channeling messages or information in the teaching and learning process to be conveyed by the message's source to the target or recipient. Media is a learning activity that refers to a condition created to do something in the learning activity. Brown (1970) underlines that the teachers or the students' media could influence the effectiveness of the learning and teaching processes.

2. Teaching Media

According to (Surayya, 2012), teaching media is a tool that can assist the teaching and learning process and functions to clarify the meaning of the message or information conveyed so that it can achieve the learning objectives that have been planned.

Learning media can be understood as anything that can channel information from information sources to information recipients. According to Falahudin (2014) learning media as a whole is a tool or material used in the teaching and learning process which has a function as a carrier of information from learning sources.

3. Types of Teaching Media

As we know, teaching media is all tools/aids teachers and learners may use to attain particular educational objectives. Then the teaching media can be divided into some classifications. Based on Sahid (2010:3) teaching media can be grouped as follows:

- a. **Visual Media:** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. **Audio Media:** the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. **Projected Still Media:** the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- d. **Projected Motion Media:** the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

4. The Function of Teaching Media

The importance of using media for teaching is that it can be used to help the students in their studies to make the teaching-learning process more effective and efficient. The media makes the material more interesting, concrete, and easier to understand. According to Sudjana (2001) the function of teaching media in teaching and learning process as follows:

- a. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
- b. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.
- d. The Implementation of Teaching Media

The implementation of e-learning needs a structured and paced program of e-activities for online learning to be successful. Salmon (2002) divided the point of implementation into five stages, which provides an example of how the participants can find comfort in using online learning and what e moderators need to do to help them achieve this success.

The researcher uses this model to analyze the implementation of Vlogs in English learning because this model shows a structured learning scaffold that offers essential support and development to participants at each stage as the build-up in online learning. According to Salmon (2002:47) five aspect of e-activities in classroom are follows:

- a. Access and motivation are the first stage which help the students become familiar with the online setting by learning how to use

course software. There are three aspect of this stage those are access, motivation and arriving.

1. Access is the activity to help the students require individual access to the communication tools. In this stage, the teacher should give an engaging introduction to the use of an e-learning platform and acknowledge the students' feelings during the use of technology because their students may be unfamiliar with the use of technology in the learning process. Therefore, access helps the students start and encourages them to learn.
2. Motivation is the activity done by the teacher to handle the negative feelings and emotions when the students become frustrated because of their technological problems. In the online learning process, the students may be embarrassed when they got some problems using the e-learning platform; the teacher's role is to work with the technical staff to resolve the issues about e-learning. The teacher can alleviate the student's anxiety by sharing email messages to support and motivate the students. According to Keller, the student's motivation is considered crucial for success in an online learning environment.
3. Arriving is an activity done by the teacher to keep the students online. Trying to get all participants online be-

fore interacting with others in an e-learning platform is worthwhile. Therefore the teacher provides stimulation before the beginning of the main lesson.

- b. Online socialization is an activity that builds a foundation for the online community by using short estimates that cultivate trust between students. In this stage, the students create an identity online and find others to interact with. Furthermore, the student's relationships will grow during group and individual assignments when they share their stories and ideas.

According to Irwin (2006:246), the value of interaction in online learning lies in its contribution to the teacher and students' ability as a participant to establish a sense of being in the virtual environment. From this stage, the students become more comfortable with online learning. They can move into sharing and exchanging information using online learning. Thriving online learning communities exemplify social knowledge construction in that they apply the practice over a great distance and under more demanding conditions.

- c. Information exchange is the activity provided by the teacher to train the students to interact in the learning process. In this stage, the teacher should utilize e-tivities to design the assignment that keeps students active in the e-learning process. The students need assignments to explore and share knowledge in group discussions. The students give information to each other related to the course.

d. Knowledge construction is the activity that makes the students construct their critical thinking skills. According to Lock, knowledge construction is interaction for sharing, constructing, and negotiating.

5. Video Blog (Vlog)

With technological innovations come opportunities for students to compose, communicate, share, collaborate, and express themselves in contemporary ways as well as opportunities for teachers to harness potential academic possibilities. Vlogging, or video blogging, is one way to introduce dynamic content and technologically enhanced pedagogical techniques to students in a variety of disciplines, specifically composition. From student-created vlogs that focus on reflection, collaboration, and community building to teacher-created vlogs that focus on interactive lessons and that introduce a spirit of play to the classroom, vlogs can be significant and practical learning tools; specifically, in the composition classroom, vlogs can teach students the power of visual text and can allow them an informal way of exploring the composing process.

a. Definition of vlog

Vlog is a combination of video and a blog (a blog is a combination of web and log) (Anil, 2016). Vlog is different from the previous personal diary that is Blog. According to Watkins & Wilkins (2011) vlog is a personal diary based on video and audio-visual. Meanwhile, a blog (combination of weblog) is a writing-based diary or personal journal that is shared on internet media or web pages widely. Further, it is used for

sharing information, opinions, writing stories, and other writing products, shared on Word press and Blogger as its platform. In addition, Blog was used in language learning many years ago before the presence of Vlog in language learning to help learners acquire the target language and share information in form of writing among them with ease. Since Vlog mixes music, photos, videos, and text, vlogs provide a deeper web experience than traditional text blogging by boosting the amount of information and perhaps emotions communicating with visitors., Rakhmanina & Kusu-maningrum (2017).

In contrast, Fiddan & Debbag, (2018) state that Vlog is shared on the media that support with the video format, such as YouTube, WhatsApp, Instagram. Furthermore, the popularity of Vlog is realized by many people, while some of them utilize it for something profitable such as products promotion, tutorials, and also involve it into language learning process. Finally, Vlog offer features that help learners in acquiring language outside classroom especially in speaking skill and strengthen their confidence when speaking.

(Hung, 2011) found that Vlog is one of the most appealing media developments in the present digital era. This idea was gaining popularity among digital geeks, particularly among the younger generation that is interested in visual and audiovisual media.

According to Watkins and Wilkins (2011) Vlog is a personal journal in the form of video and audio that is published on social media. .

Furthermore, today's generation is inextricably linked to those media and the internet network, and it has become a need in this day.

According to Smith & Maté (2010) Vlog is used to convey one's personal or social opinions or facts to others. In the last decade, the education industry has included Vlog into the learning and teaching process, particularly in language acquisition. Anil (2016) found the use of vlog in language learning process in addition to help learners acquire the target language, also to overcome recent issue around nowadays generation that is technology geek. In addition, Combe & Codreanu (2016) state that vlog is new multimedia and multimodal interaction for informal language practicing and learning that offers opportunities for speaking skill, digital literacy skills, multilingual peer learning, opinion conflict and intercultural skills. Anil (2016) states that using vlog in language learning will enhance learners' speaking skill and increase their confidence in speaking activity. The result of her study shows that learners enjoy and find it comfortable when using vlog for communication. The finding of study reveals significant different in the level of attitude before and after the use of vlog. On one hand, positive attitude toward vlog in language learning is showed by some youngster respondents, because they can enjoy it. On the other hand, some other learners feel that traditional method was effective and familiar with them.

b. Vlog as Learning Media

The use of learning media, video blogs or commonly called vlogs, is one way to attract students' interest in learning. Considering that in the

current global era, all students are proficient in using electronic media. Vlog is a video-based learning media that has media characteristics that display moving images accompanied by audio. Effective learning media are learning media that can include absorption through sight and hearing, one of which is video-based learning media (Fitriyani, 2017). By using a video blog as a learning medium, it means that the teacher invites students to see directly through pictures of a real event that can arouse students' critical thinking power in interpreting the values that are instilled.

c. The purpose of video vlog

Vlog is one of useful application which can use for student as media to learn English. Vlog is a media which usually people used to upload video and accessible for public viewed (Hung, 2011). People can use Vlog to upload some video which public viewed can see and give a comment. Vlog gradually become popular activity (Snelson, 2013). Although Vlog can capture verbal progress and nonverbal signs that are crucial for language communication, it is a unique tool for teaching and learning (Hung, 2011).

Vlogs are being used to supplement e-portfolios and presentations. Using video blogs for digital storytelling may be one approach to encourage student engagement in an e-portfolio project (Parker & Pfeiffer, 2005). Vlogs may also be used as a form of spoken diary regularly (Lee & Watkins, 2016). It's because when a student creates a Vlog, they may say whatever they want. According to Safitri (2017), the benefits of using a vlog are that it is extremely quick when used to improve speaking, for

example, it enhances our pronunciation, and we may acquire accents such as American, Canadian, and even French or Russian English. Someone picked up some new terms. In terms of pronunciation, we can quickly know what to say and how to say it correctly.

Furthermore, knowledge can be absorbed by someone who prefers listening to reading. They may improve their ability to speak English, train their listening skills, improve their pronunciation, and expand their vocabulary by using Vlog. However, that vlog also have their disadvantage of using video was found while doing the study. There was a problem that caused by the video itself. First of all, it was found that when there was a time when the teacher did not give a good quality video when she wanted to show it to the students. According to Sachdev (2014), in terms of video quality, if the video generated does not meet the requirements of a high-quality video, it might be distracting rather than beneficial. If the video quality is poor, students will be unable to completely comprehend the information (Nitiasih, 2017).

C. Perception

1. Definition of Perception

Perception is a reaction to the process of knowledge in the brain that is activated by the environment via sense. Perception, according to Hock & Gilroy (2009) is a process of making meaning of knowledge that involves an interplay between cognition and environment. The intellect requires sensory inputs from the world to notice and grasp empirical knowledge that individuals

have obtained. Furthermore, people may interpret their information in the form of a point of view or action. According to Champoux (2013) perception is described as a cognitive process that allows humans to interpret information through their senses. People can describe items and events after seeing, hearing, smelling, and tasting them. People, on the other hand, need to be exposed to sensory stimuli in order to form opinions and make decisions. Perception may be defined as a cognitive process that involves watching, processing, and interpreting sensory inputs in order to obtain and provide meaningful information.

Perception of learning is linked to knowledge belief, which impacts students' approaches to teaching (Campbell & Smith, 2001). Knowledge is knowledge gained lately or in the past (Goldstein, 2013). The term knowledge relates to early and later experiences, particularly educational experiences, which are critical for brain development and can shape students' perceptions. Perception and learning are processes that are linked to cognition, knowledge, and the environment. Finally, pupils who are learning can form an opinion based on their experiences (Ariati, 2017).

2. Perception type

Each person has a unique perspective on an object, which might be good or bad. According to Irwanto (2002) perception is divided into two types: positive perception and negative perception. Both are perceptions that emerge from interactions between people and objects. The positive and negative perceptions will be discussed more below:

a. Positive perception

Positive perception is a favorable response that people have to an object. It occurs when a person feels pleasure or develops desire, excitement, and enjoyment as a result of interacting with a seen thing.

b. Negative perception

According to Irwanto (2002) people's negative perception is an unfavorable reaction to a thing. It is the polar opposite of positive perception in that people do not feel the pleasure or interest that occurs when they interact with the observed item. It may be deduced from both that a person's impression of good or negative views is reliant on how they characterize an object that is observed based on their experience.

3. Perception procedure

People can produce perception after completing many phases in the perception process. According to Wood (2009) perception has three processes: choosing, organizing, and interpreting. These procedures are carried out continually and contextually. As a result, the processes involved in perception formation are intertwined and influence one another.

a. Selection

The first of three perception stages is to detect specific items or information. People are more likely to notice items that stand out or are noticeable because they are timely, relevant, or dramatic.

People are more likely to notice a colorful garment than a drab one, for example, and to hear a loud speech over a gentle one. People frequently notice certain things while ignoring others.

b. Organization

People do not just collect sensations and link them together at random after deciding what to notice; instead, they arrange the sensory inputs to make them potentially meaningful. It implies that individuals build what they have encountered and then attach meaning to it.

c. Interpretation

Interpretation is the subjective process of describing perception in a way that humans can understand. The explanation might take the shape of spoken words as well as action. People interpret and act in response to how they perceive sensory inputs.

4. Students perception

Every people have their own perception about something that they faced. The information that comes to human minds will stimulate the perception. Marx, Dieterich, & Eicke, (2009) state that perception is an early even in the processing an information. Means that, the early process that happen in human minds in responding the information that will be declared whether positive or negative is called perception. In addition, Anderson states that perception is an act of considerable intelligent of human (Marx, Dieterich, & Eicke, 2009).

This statement of Anderson is absolutely correct, because it is involving the human intelligence to state that something good or not which is difficult. Further, the perception is divided into two categories which are positive and negative. These negative and positive perceptions are influencing the way of thinking and the motivation toward something especially in learning process. Thus, the study of learners' perception becomes important to understand for several reasons. First, the perceptions influence several results of school activities, such as reading skill. Second reason is related to classroom management that will difficult to manage if the students have negative perception, and the third is the social context of the students (Nedelmann, 2010).

5.Indicators of Studens' Perception

Indicator is something that can be used as a basic guide or standard as a reference in measuring changes in an activity or event. Indicators is something, especially facts, which indicate the state or level of something. According to Walgito (2002) perceptions have the following indicators:

a. Absorption of stimuli or objects from outside the individual

The stimulation or object can be received by the five senses, both vision, hearing, touch, smell, and taste individually or together. From the results of the absorption will get a picture, response or impression in the brain. The picture can be single or distance, depending on the object of perception observed.

b. Understanding

After the image or impression, then the picture is organized, classified, compared, interpreted, so that understanding and understanding are formed. The process of understanding is very unique and fast. The meaning that is formed depends also on the old picture that has existed before the individual.

c. Assessment and evaluation

After the formation of understanding or understanding, there is an assessment of the individual. Individuals will compare the understanding and new understanding that is obtained with the criteria or norms that are subjectively owned by individuals. Individual valuations vary even if the objects are the same. Therefore, perception is individual. Therefore, it is normal if the perceptions of each student can be different, because it depends on each student and there is no compulsion for students to give a positive response or agree with the statements.

B. Previous Related Study

According to the results of research conducted by Liu (2016) with the title “Blending a class video blog to optimize student learning outcomes in higher education”, the results indicate that the EG statistically outperforms the CG in oral proficiency development after the interventions. While there is no significant difference between the two groups in terms of overall and outside-class willingness to communicate in the target language, it appears that the CG perceives more in class willingness at the end of this study.

Qualitative data sources reveal the EG's positive attitude toward joining this shared blog platform and several concerns raised by some of these learners during the learning process,

The research from Fitriyani & Wiyatmo (2017) entitled “Development of a Youtube Channel Video Blog (Vlog) Using a Stem Approach as an Alternative Media for Online Learning” developed the Vlog that was appropriate to be used as an English language learning medium that was able to increase learning independence and mastery of the material by students with medium category.

Pramita Sari (2017) Most of the factors that indicated higher motivation and confidence were reflected from the students' response and participation in the classroom. Additionally, the teacher agreed on seeing the improvement of her students' during her teaching sessions. Bringing technology into teaching and learning process is now proven to be one of the most effective way to improve students' general performance in quite significant results.

Subsequent research conducted by (Priana, 2017) The development of technology can be used as a suggestion to develop oneself in the process of transforming science. One of them is the use of vlogs as a medium that can provide attraction and passion for learning for students. Likewise with the results of research Indiyatmi (2018) Vlogs can increase students' creativity and learning outcomes. research conducted. (Umami, Chodzirin, & Khasanah, 2019) entitled “Systematic Literature Review: Media Video Blog (Vlog) on Learning”. This study concludes that vlogs are appropriate to be used as a medium for learning biology. (Triputra & Kurniawan, 2019) Vlogs are effec-

tively used in da'wah material. (Widyaningsih, 2019) Learning to write news texts using vlog media is more effective than classical learning.

The research conducted (Muzacky, 2019) resulted in a Vlog that was developed suitable to be used as a learning media and effective based on the learning outcomes of students who use vlog media without vlog media. Hermayawati (2019) stated that the Vlog is suggested to use as an ideal alternative media to teach and to improve learners' language competences in higher levels. On the other hand, only one article was found stating the lack of vlogs as a learning medium. In developing or implementing vlogs as learning media, teachers or researchers need to consider time constraints and the tools needed in making vlogs. In addition, a good internet connection adequate is indispensable in uploading or accessing vlogs (Iqbal & Latifah, 2019) The difference between this study and previous research lies in the analysis of the subject. This study analyzes student projects in English class at SMK ALHIKMAH Tanon students.

Table 2.1 : Similarities and Differences of the Previous Study and Present Study

| No | Previous Study | Similarities | Differences |
|----|------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------|
| 1. | Blending a class video blog to optimize student learning outcomes in higher educa- | The both use focused on video blog as a learning media | there is no significant difference between the two groups in terms of |

| | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | tion (2016) | | overall and outside-class willingness to-communicate in the target language, it appears that the CG perceives more inclass willingness at the end of this study. |
| 2. | Development of Vlog Learning Media (Video Blogging) on Business And Energy Materials to Grow Independence and Increasing Physics Concepts Mastery of Students of Sman 2 Ngaglik (2017) | The research developed the Vlog that was appropriate to be used as an English language learning medium that was able to increase learning independence and mastery of the material by students with medium category | This research is only focused on development vlog as learning medium |
| 3. | The Implementation of Video Blog (Vlog) as a Teaching Media in Speaking Skill (2019) | Both the research aim of this study is to investigate the implementing video blog as a media in teaching speaking | This research is also explained the difficulties faced by the lecturers in implementing vlog in teaching speaking |
| 4. | Utilizing V-log for Teaching Speaking During Pandemic Covid 19 (2019) | Both of the research is explain the teaching steps using V-log based on online interview results, observation, and | This research is only focused on explain the teaching steps using vlog as learning medium. |

| | | | |
|--|--|----------------|--|
| | | documentation. | |
|--|--|----------------|--|

CHAPTER III

RESEARCH METHOD

In this chapter the researcher will provide information about the method, researchers use qualitative methods because a method is needed to get a valid

result. So, the researcher discusses about type of the research research design, source of the data, technique of data collection, and technique of data analysis.

A. Research Design

The research method which will used in this study will descriptive qualitative because the source of data will text and it has purpose to analysis the implementation video blog vlog in teaching learning. According to Holloway (1997) in qualitative research they consist of words or actions of the participants which the researcher hears and observers.

Arikunto (2006) states qualitative research is a naturalistic research. It is in contrary to the quantitative research. It is because the object in qualitative research was a natural object or natural setting.

The research using an analysis video blog or vlog in teaching learning speaking, the research action in class conducted by teachers through zoom meeting and in this class teachers have motivation to students improve the quality learning English that focus on the process of speaking in the zoom. In zoom action research is one of strategies for problem solving use real action.

This action tries to identify the problem that happened in the learning English classroom. In this zoom students have problem, after that the research identify of the problem student in speaking skills. The research has four phases there are is plaining action observation and reflecting. This phases can do in two cycles. According to Rahmwati, Harmanto, & Indriastuti, (2018) zoom action is a method of finding out what the best way in the class. the research giving solution learning teaching English video blog vlog as the best way for speaking skills students.

B. Object and Subject Research

1. Object of the research

This research is qualitative research which the researcher takes a descriptive as a way of research. So, this research called Descriptive Qualitative research. The object of this research is the implementation of vlog in teaching speaking used by teacher and the student perception in implementation of vlog in teaching speaking at on the tenth grade student at smk al hikmah tanon in academic year of 2020/2021.

2. Subject of the research

The subject of the research will be the student of class XI B of SMK Al-Hikmah tanon academic year 2020/2021. It consists of 12 classes in this class consists of 30 students. In this class there are some students that have ability of speaking English low score speaking skill. When the researcher observation in one of class at SMK Al-Hikmah TANON academic year 2020/2021 not good respond, because the students have no interest to english speaking class.

C. Setting of Research

1. Place

The research will take place at the SMK Al-Hikmah located in Jl.Tanon-sukodono 5km in sragenjawatengah the school has 12 classes. In this school there are 2 english teachers, this study research conducted at VII-B in the second semesters of the academic year of 2020/2021.

2. Time

The research was conducted from August 2021 until May 2022. During the pre-research time, researcher asking information to the teacher. Here is time table of research.

3.1 Time Table of Research

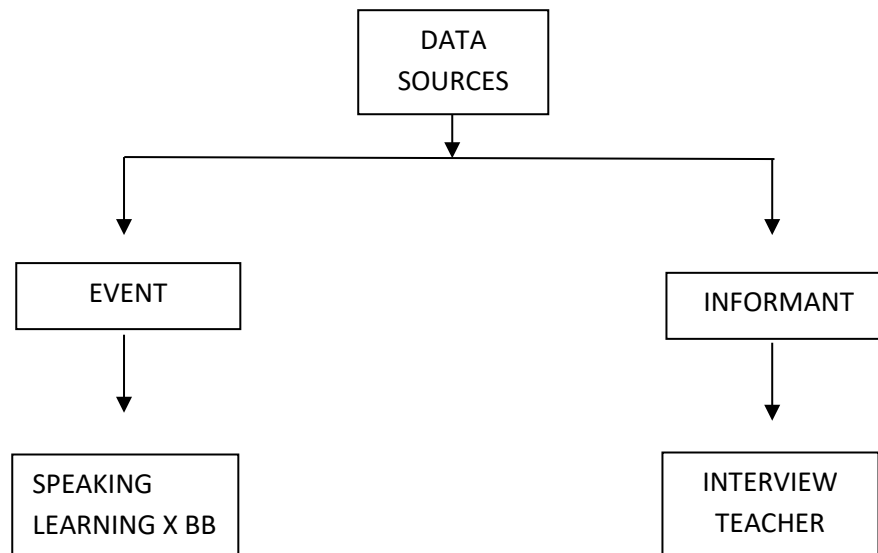
| No. | Activities | Aug | Sep | Oct | Nov | Dec | Jan | Feb | March | April | May |
|-----|----------------------|-----|-----|-----|-----|-----|-----|-----|-------|-------|-----|
| 1. | Pre-Research | | | | | | | | | | |
| 2. | Interview | | | | | | | | | | |
| 3. | Create Proposal | | | | | | | | | | |
| 4. | Proposal Examination | | | | | | | | | | |
| 5. | Conduct the Research | | | | | | | | | | |
| 6. | Arrange Thesis | | | | | | | | | | |
| 7. | Munaqasyah | | | | | | | | | | |

D. The Source of Data

In this descriptive qualitative study, the data are in the form of words. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary et al, 2010:424). In this research, the data is selected about video blog vlog that in the form of information. Data that are in form of information are gotten by researcher from interview transcript (result of interviewed with some teachers and students) and documents (some photos).

Data sources in this study are the exemplary teachers who use video blog vlogs in their instruction and several students at SMK AL HIKMAH TANON. From some teachers, the researcher obtained information about what a video blog vlog is. How do the teachers apply video blog vlogs in English instruction? The student's information included the students' responses towards using video blog vlogs in English speaking.

Figure : Data Source 3.1



E. Technique of Collecting Data

Technique of data collection deals with how the researcher collected the data. The data in this study are collected by conducting interview with teach-

ers and students of SMK AL HIKMAH TANON and studying their documents’.

1. Interview

Interview is a conversation which has certain purpose. It is done by two people, namely interviewer who ask questions and interviewee who give answer to that questions (Moleong, 2008: 186). Ary et al. (2010: 438) stated that interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words.

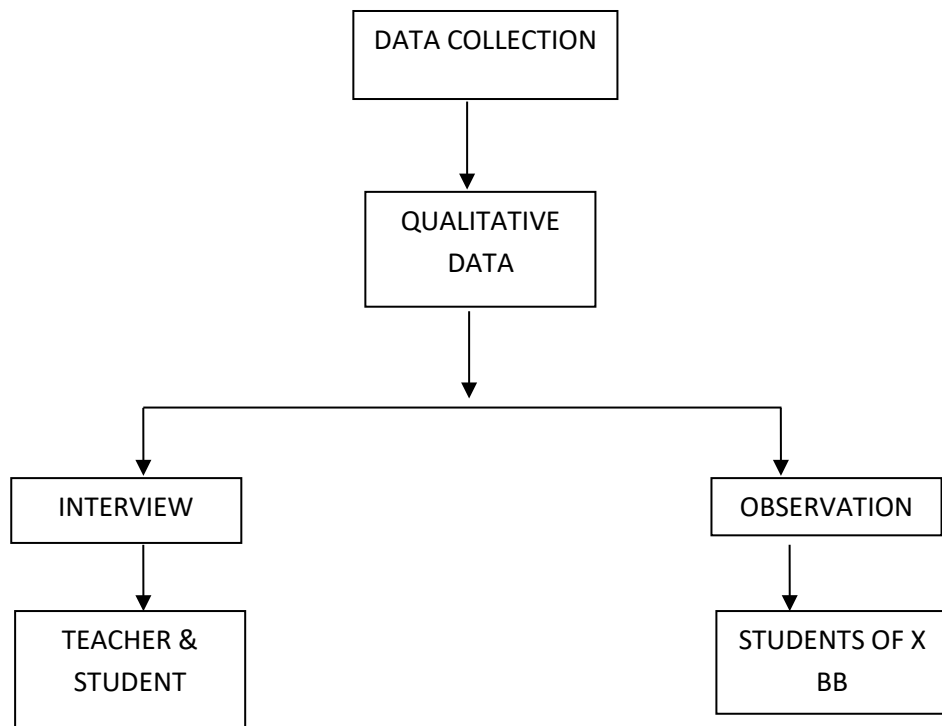
The interview conduct to get information from interviewing with three students who used video blog vlog in English speaking, every school was one student. And a teacher who using video blog vlog in teaching English, on the school is one exemplary teacher. The first interview was done with the teacher and student of SMK AL HIKMAH TANON, conducted on February 15th, 2020 The next interview will conduct with the teacher and student of SMK AL HIKMAH TANON, conducted on February 15th, 2020 . Interviewing students will BE done to get the data about students’ perceptions towards the use of video blog vlog in English speaking. Interviewing the teacher is intended to dig out information about the video blog vlog used and how the vlog used in English speaking. Instrument used in this interview is interview guide.

2. Observation

According to Ary (2010) stated that qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. In

this study, the researcher gets the documentation from some photos from the teachers when they used video blog vlog in English speaking. The data collected from interview and documentation are English speaking applied in English speaking, the teachers' responses towards the use of video blog vlog in English speaking, and the students' responses towards the use of video blog vlog in English speaking.

Figure: data collection 3.2



F. Data Analysis

In this study, the researcher used technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about the use of video blog vlog in English speaking through interview and documentation. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: 1) How do the teachers apply video blog vlog in English speaking? And 2) How do

students' responses toward the use of video blog vlog in English speaking?

This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the using of video blog vlog in English speaking at SMK AL HIKMAH TANON.

G. Trustworthiness of Data

Researcher use qualitative, some techniques some increase the researcher data validity is triangulation. Triangulation is a data collection techniques that combines various data collection techniques that combine from various technique to collect data with triangulation, the basic technique of collecting data that simultaneously test the data's credibility (sudaryanto, 2014). As stated by

bachtiar (2010), triangulation is another data collection method or various triangulation paradigms to synthesize data against facts. Data that is declared valid through triangulation will give researcher confidence in the validity of the data to conclude the researcher conducted without hesitation.

Data triangulation means that the researcher had to compare same data collection methods using an interview with the teacher and observation in the teaching process so that the data collection was in the someplace or portion. If there was a difference in data validation, the researcher had to determine why the data were different. The researcher should reconfirm to the subject and informant the invalidity of data. Validity is an important key to effective researcher.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

This research consists of research findings and discussion. The collected data from the observation conducted in classroom, interview with teacher and giving questionnaire. The research findings focused on: (1) How is the implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021, (2) How is the students perceptions toward the implementation of vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021 and then obtained the following research result:

1. The implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021

Researchers collected data related to the first research question on May 4, 2022, namely the application of video blogs (vlogs) as learning media in teaching speaking for class X students of SMK AL HIKMAH TANON for the 2020/2021 academic year. In collecting data, researchers need 2 meetings in distance learning using Google meet. In this research, there are five aspects of implementing e-learning based on Gilly Salmon's theory which are the focus of this research. Using e-learning effectively helps teachers consider how to implement these stages. Therefore, this section describes the application of Vlogs as a platform by teachers in teaching English.

Based on the observation result, the teacher did some activities in implementing each stage of e-learning. To make it the reader easier, the researcher summarized the result of the data below:

a. Access and Motivation

Based on class observations conducted by researchers on 4-5 May 2022, researchers found that teachers implemented all aspects of this strategy, namely access, motivation and attendance.

1) Access, Motivation, and Arriving

In practice, this aspect is found in every meeting of the observations. In the meeting, the teacher starts the lesson and collects information from students about the material they will learn, in learning English especially speaking. Teachers use YouTube as a learning medium. In addition to the material delivered via YouTube videos, students are also asked to make videos that will be uploaded on the YouTube site as a speaking learning assignment. One subject has 1 and a half hours but the time used for virtual discussions is a maximum of 30 minutes, the remaining time is for doing assignments. The teacher usually gives a presentation of approximately 10-15 minutes to teach students. Using presentation slides, students can hear explanations directly from the teacher and also save costs and can download material in a small size.

Furthermore, in the implementation of motivation, the teacher applies this aspect almost the same at every meeting. The reason for the teacher doing this aspect is to support students when stu-

dents experience problems in online learning. The teacher also increases student motivation by frequently giving assignments when virtual class is over, this aims to make students feel responsible for their learning assignments even though they are virtual. The teacher also gives advice to students when they find students opening other sites during the e-learning process. Then, implementation of Arriving. This aspect appeared in the first meeting and the second meeting. The teacher carries out this aspect by providing stimulus to students at the beginning of learning.

b. Online Socialization

Based on class observations on 4-5 May 2022, the researcher found that both the first and second meeting observations lasted 1 hour. The teacher has carried out this stage during the learning process using vlogs as a learning medium. Teachers are always active in interacting and discussing directly through virtual meetings. This was shown during the first meeting observation. The teacher said that:

“Selamat pagi anak-anak. Hari ini kalian akan mendiskusikan tentang vocabulary, mari didiskusikan dalam presentasi berikut.”

In explanation, the teacher used vlog presentations to discuss with students. Then, teacher and students directly discuss with virtual meeting about types of perfect tense. Students can ask directly when the explanation from the teacher is not clear. The teacher also always asks students about discussing the subject matter

and when there are problems experienced by students. The teacher said:

“Hello, good morning, are you ready to lesson today ?”

“Dimas, can you answer this question?”

The second meeting of observation there’s no different with previous observation. The teacher implemented did aspect in the lesson use Video Blog. Teacher before start the lesson, mostly ask how they are and if there are problem faced by students when learning begins. The teacher said that:

“Assalamualaikum, how are you guys?”

c. Information Exchange

Based on class observations, researchers found that in online learning the teacher always provides material using YouTube. The teacher provides a link to learning video material via class grub chat. The reason teachers do this is to help students understand the material before they study in virtual meetings. Before students are asked to answer questions, the teacher first gives an explanation of the material that will be studied that day. This is done by the teacher so that students can understand the material. Students are also given the opportunity to ask questions and discuss if there are explanations from the teacher that are not understood by students.

At the second meeting observations were almost the same as the first meeting. Explanations from the teacher are explained directly to students through virtual videos using books as a source of material. The

teacher explains the material about speaking material and gives a story so that the material can be discussed. In addition, there were almost no different techniques in the implementation of this stage at the first meeting and the second meeting. In conclusion, the teacher implements this stage in every virtual meeting. This stage was initially carried out by the teacher to provide stimulation of knowledge to students about the previous material to help students and guidebooks in online learning. In the virtual video, the teacher also does this stage after he gives assignments to students to discuss the results of student assignments and share material in more detail.

d. Knowledge Construction

From the observation results, the researcher found that the teacher implemented this stage in every meeting. The teacher always explains all the material to students before giving assignments to students. The teacher always gives students time to discuss after the learning video has finished playing. After that the teacher gives questions to see how students understand the video material that has been played.

In the second observation, the researcher found that the teacher participated actively in discussions with students. The teacher provides stimulation by reminding students of the lessons learned the previous day. In learning speaking, the teacher gives assignments in the form of practice speaking in the form of videos. Then the assignment will be presented in front of the class to be discussed together.

2. Students perceptions toward the implementation of vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021

This part shows the students' perception on the implementation of vlog in the process of English learning. Based on the results of the questionnaire conducted by the researcher, students had many kinds of perception toward the implementation vlog in the process of English learning. The following table presented the result of the questionnaire.

Table 4.1 The Result of the Questionnaire

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Stongly disagree |
|----|-------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|------------------|
| 1. | Pembelajaran bahasa inggris melalui Video Blog yang ditampilkan oleh guru efektif selama pandemic covid-19 | 5 | 15 | 8 | 2 | 0 |
| | | 16,6% | 50% | 26,6% | 6,6% | 0 |
| 2 | Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Meet selama pandemic Covid-19 | 4 | 13 | 10 | 3 | 0 |
| | | 13,3% | 43,3% | 33,3% | 10% | 0 |
| 3 | Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Video Blog yang di tampilkan oleh guru | 6 | 17 | 4 | 3 | 0 |
| | | 20% | 56,6% | 13,3% | 10% | 0 |

| | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|
| | selama pandemi Covid-19 | | | | | |
| 4 | Anda merasa bosan untuk belajar bahasa inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19? | 2 | 11 | 8 | 6 | 3 |
| | | 6,6% | 36,6% | 26,6% | 20% | 10% |
| 5. | Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Video Blog yang di tampilkan oleh guru | 3 | 19 | 4 | 4 | 0 |
| | | 10 % | 63,3% | 13,3% | 13,3% | 0 |
| 6. | Guru menjelaskan materi bahasa inggris dengan baik melalui google meet | 5 | 14 | 9 | 3 | 0 |
| | | 16,6% | 46,6% | 30% | 10% | 0 |
| 7. | Kemampuan bahasa inggris anda meningkat selama pembelajaran melalui google meet | 7 | 13 | 7 | 2 | 1 |
| | | 23,3% | 43,3% | 23,3% | 6,6% | 3,3 % |
| 8. | Guru melakukan kegiatan Tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui Video Blog | 5 | 12 | 6 | 4 | 3 |
| | | 16,6% | 40% | 20% | 13,3% | 10% |

| | | | | | | |
|-----|--------------------------------------------------------------------------------------------------|-----|-------|-------|-------|-------|
| 9 | Materi bahasa inggris yang disampaikan oleh guru melalui google meet sesuai dengan silabus | 0 | 19 | 3 | 4 | 4 |
| | | 0 | 63,3% | 10% | 13,3% | 13,3% |
| 10. | Video blog cocok diterapkan sebagai media pembelajaran bahasa inggris selama pandemic covid-19 ? | 3 | 20 | 4 | 2 | 1 |
| | | 10% | 66,6% | 13,3% | 6,0% | 3,3% |

a. Absorption of Stimuli or Objects from Outside the Individual.

In statement number 2, 43.3% of them the give agree answer with the statement that Video Blogs media makes them diligently perform English assignments given by teachers. And 33,3% of them the give neutral answer. Then 10% disagree with that statement. And no one answer strongly disagree with this statement. And 13% students answer strongly agree.

Then in statement number 3, 56,6% students agree with the statement that Video Blogs media makes them motivated and eager to learn English. And 13,3% of them the give neutral answer. Then 10% disagree with that statement. And no one answer strongly disagree with this statement. And 20% students answer strongly agree.

Last, the statement number 4, 26,6 % students neutral with the statement that Video Blogs media makes them bored during learning English. And 36,6% of them the give agree answer. And 20% answer disagree with this statement. And 6,6% students answer strongly agree. Then 10% strongly disagree with that statement. From the data questionnaire above the answers of the majority

of students, it was known that the use of Video Blogs can be used as a stimulus for students in receiving materials. This is described in chapter 2 of the student perception indicator according to Walgito (2002) Stimulation or object can be received by five senses, whether vision, hearing, touch, smell, and taste individually or together. From the results of absorption will get an overview, response or impression in the brain.

b. Understanding

In the statement number 1, 50% of students agreed with the statement that learning English through video blogs was effective during the Covid-19 pandemic. This is in line with the statement in number. 26,6% of them gave a neutral answer. Then 6,6% disagreed with the statement. And 16,6% answered strongly agree with the statement. And there were no students who answered strongly disagree.

In statement number 5, 63,3% students agree with the statement that ask the teacher when having difficulty learning English through Video Blogs. And 13,3% of them the give neutral. Then 13.3% disagree with that statement. And no one answer strongly disagree with this statement. And just 10% students answer strongly agree. Last Statement in this point is number 8, 40% students agree with the statement that the teachers conduct Q&A activities on English materials in learning through Video Blogs. Then 20% neutral with that statement. And 13,3% of them the give disagree answer. And 16.6% answer strongly agree with this statement. And 10% students answer strongly disagree.

Based on the questionnaire above, from these results, it can be concluded that half of the students feel that Video Blogs can be understand in receive

teaching material and the other half feel don't understand. The understand during Video Blogs was in accordance with the theory in chapter 2 point (2), namely the Video Blogs gives image or impression, then the picture is organized, classified, compared, interpreted, so that Video Blogs easy for students to understand.

c. Assesment and Evaluation

Statement number 6, 46,6% students agree with the statement that teachers explain English materials well through Video Blogs. And 30% of them the give neutral answer. Then 16,6% strongly agree with that statement. And 10% disagree answer with this statement. And no one student strongly disagree answer. Then statement number 7, 23,3% students neutral with the statement that the English skills improve during learning through E Video Blogs. And 43,3% of them the give agree answer. And 6,6% disagree answer with this statement. Then 3,3% strongly disagree with that statement. And 23,3% student strongly agree answer. The statement number 9, 63,3% of them the give agree answer with the statement that English materials delivered by teachers through Video Blogs in accordance with the syllabus. And 10% students choose neutral. Then 13,3% disagree with that statement. And no one strongly agree with this statement. And 13,3% student strongly disagree answer.

Last, the statement number 10, 66,6% students agree with the statement that Vlogs suitable for English learning during pandemic covid-19. And 13,3% of them the give neutral answer. Then 3,3% strongly disagree with that

statement. And 10% strongly agree answer with this statement. And there is 3,3% student choose strongly disagree answer.

Based on the result of the questionnaire about the third point is assessment and evaluation. From these results, it can be concluded that more students feel that Video Blogs improve their English skills, although some students have no increase in English skill this is due to the lack of interaction between the teacher and students and not as if face to face in the class. There are some students who agree if their English language skills improve because they want to study independently at home.

B. Discussion

In this section, the researcher tries to discuss the research finding with the other relevant references. Then, to justify the research findings, the researcher attempts to discuss them concerning theories related to the technique used in teaching speaking.

1. The implementation of video blog (vlog) as a learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021

There are various ways of implementing Video Blogs (Vlogs) as learning media that teachers can use to teach in online learning systems, according to Gilly Salmon (2002) divided the point of implementation into five stages, such as Access and Motivation, Online Socialization, Information Exchange, and Knowledge Contractions.

a. Access and Motivation

The teacher begins to give the material that will be studied by students that day. The teacher explains the material to be studied today and asks students to carry out learning activities according to the instructions given by the teacher. Based on the results of observations, the teacher always motivates students in virtual meetings. This happens when students experience problems accessing Vlogs in learning English. In addition, teachers understand this and do not burden students to always be ready in front of the camera in one place but can take online learning anywhere to get a good signal.

Furthermore, in virtual meetings the teacher carries out this aspect when there are students who have problems with assignment deadlines by giving them extra time. The method used by the teacher is very important to help the problems faced by students in using video blogs in learning English. This is similar to Keller's (2008:175) theory that student motivation is considered an important factor for success in an online learning environment.

b. Online Socialization

Based on the observations, the teacher carried out this stage during English learning using Vlog in virtual meetings. The teacher tries to make the classroom like a learning situation even though it's via video conferencing on the application. So, teachers and students can directly interact through virtual videos during learning. Due to the covid-19 pandemic, direct learning interactions are allowed to be used in virtual videos.

Therefore, the virtual interaction carried out by the teacher is in accordance with Salmon's theory (2002), online socialization is an activity that builds the foundation of online communities by using short online activities that foster

trust between students, they create online identities and find other people to interact with. According to Meidawati, et al (in Pohan, 2020) suggest that, The benefits of online learning can build very efficient communication and discussion between teachers and students, the two students interact and discuss each other with one student without going through the teacher, thirdly it can facilitate interaction between student teachers Teachers must implement this stage in learning English using Vlogs because it has benefits for teachers and students. From online socialization, students become more comfortable with online learning. They can turn to sharing and exchanging information using online learning.

c. Information Exchange

Based on observations, teachers implement this stage in virtual meetings by providing learning materials in Vlog. The teacher uses presentations in explaining the material and invites students to actively discuss during learning. The method used by the teacher as an exchange of information in learning English using the Google Meet platform is similar to Salmon's theory that the exchange of information is an activity provided by the teacher to train students to interact with each other in the learning process. In the learning process, in explanations in virtual videos, teachers can also ask students to try to speak or listen to explanations directly like face-to-face learning.

This is intended so that the learning process is not one-way from the teacher but students actively discuss speaking when they have questions or opinions so as to develop an exchange of information between the teacher and students. The teacher also ensures whether students can receive the material properly

through the questions the teacher asks at the end of the lesson. The teacher also invites students to be active during learning, so that there is a process of reciprocal interaction between the teacher and students, not only in one direction from the teacher. The assignments given by the teacher through Google Meet make students active in the English learning process. In exchanging information, teachers should take advantage of online learning to design assignments that make students active in the learning process because students need the assignments given to them to be an opportunity to explore and share knowledge in group discussions and exchange course-related information.

d. Knowledge Contractions

Construction of knowledge is the conventional line of the learning process that determines the success of each teaching and learning process. In cognitive and constructivism learning methods, knowledge construction plays an important role in determining the effectiveness of the learning process which focuses on how people process information and turn it into meaningful knowledge (Allen and Woolfolk 2010). Examples to students as a construction of knowledge in learning English using Video Blogs. This stage is carried out by the teacher in virtual meetings during the change in learning from face-to-face to online learning. In virtual learning, the teacher gives explanations orally and he gives explanations through presentations.

Then, the teacher also in teaching English always asks students to be more active in discussing the subject matter. The teacher also asks students to try to answer questions or argue about the material. This aims to train students' skills in speaking, and increase students' vocabulary. Even though it is online, the

teacher always tries to make students active, it can also support students' abilities in vocabulary. However, in the virtual meeting, the teacher did give students assignments that made students use their critical thinking. Teachers use this media not only in teaching materials, but in all learning materials including practice, assignments or exams. The way the teacher implements this stage is in accordance with Salmon's theory that knowledge construction is an activity that makes students build their critical thinking skills, the teacher develops activities that help students to use higher-order thinking skills and become independent learners.

2. Students perceptions toward the implementation of vlog as learning media in teaching speaking at the tenth grade student on SMK AL HIKMAH TANON in Academic year of 2020/2021

The implementation of Vlogs as a learning medium in online English learning activities in class X at SMK Al Hikmah Tanon Sragen received good responses from students. Questionnaires were given to class X class TKJ, totaling 30 students. Students' responses to the application of Video Blogs in the English learning process were positive responses. According to (Walgito, 2002) perception has the following indicators:

a. Absorption of Stimuli or Objects from Outside the Individual

By the 3 statements that have been mentioned, students gave positive perceptions. This can be seen from the answers to each statements. And for statement number 2, there were 43,3% students who answered agree. It's mean that Video Blog makes them diligently perform English assignments given by teachers. Then 56,6% students choose agree with the statement

number 3, Video Blog makes students motivated and eager to learn English. And for statement number 4, there were 26,6% students neutral with the statement that Video Blog media makes them bored during English learning.

b. Understanding

There are 50% students choose agree with the statement number 1, so students find that vlogs makes English learning through Video Blog effective during the Covid-19 pandemic. Then 63,3% students choose agree with the statement number 5, so the students will ask the teacher when having difficulty learning English through E-Learning. For statement number 8, there are 40% students answer agree. So it concluded that their teachers conduct Q&A activities on English language materials in learning through video blog.

From these results it can be concluded that half of the students felt that Video Blogs could help students understand and accept teaching materials, but the other half of students felt they did not understand. Students' understanding during learning using Video Blogs is in accordance with the theory in chapter 2 point (2), namely Video Blogs provide an overview or impression, then these images are organized, classified, compared, interpreted, so that by using Video Blogs, learning material becomes easier for students to understand .

c. Assesment and Evaluation

There are 10 statements presented by the researcher. 46,6% students choose agree with the statement number 6. It means that the teachers explain English materials well through Video Blog. And for statement number 7, there are 43,3% students answer neutral. It can be concluded that their Eng-

lish skills improve during learning through Video Blog. Then 63,3% choose agree for statement number 9. It means that English materials delivered by teachers through Video Blog in accordance with the syllabus. And for the statement number 10, 66,6% students agree if Video Blog suitable for English learning during pandemic Covid-19.

From these results it can be concluded that more students feel that Video Blogs can help students improve their English skills, although some students do not experience an increase in English skills this is due to a lack of interaction with the teacher due to some of the obstacles encountered in the distance teaching and learning process far. There are some students who agree that their English proficiency increases because they want to study independently at home.

Based on the results of these data, in accordance with the theory of student perception indicators according to Walgito (2002) stating the assessment and evaluation of Video Blogs, Video Blogs can be used to monitor progress and review student abilities. Zamroni (2013) argues that perception is the process of individuals being able to recognize objects or objective facts by using individual tools. This can be proven by the data above, that each student has a different opinion about Video Blog. Some responded well, neutral and some did not respond well to Video Blogs in the English learning process. Students fill in free questions according to what they experience so that they can explain how they perceive Video Blog so far.

CHAPTER V

CONCLUSION

This chapter is divided into two part, those are conclusion and suggestion. In conclusion, the researcher conclude the research based on the findings. Meanwhile, in Suggestion the researcher give suggestion for the English teacher, the next researcher and for the readers.

A. Conclusion

The implementations of Vlogs as Platform in online English learning at SMK Al Hikmah Tanon has been running in accordance with the existing theory. Based on theory of Gilly Salmon about stages of e-activities on classroom learning, the teacher implemented all of stages. The teachers and students are easy used this application in online learning (Acces & Motivation). The teacher can communication or socialization with students by using Vlog (Online Socialization), students can get explanation materials from teacher by this application (information exchange), Students also can active discuss with teacher when in online learning (knowledge construction). According to Walgito (2002: 99), students' perceptions of Vlogs using a questionnaire which was distributed to all class X students of Al Hikmah Tanon Vocational School, in the process of learning English were very diverse. They provide a good perception of using Vlogs as a learning medium. For most students who agree with the statement submitted by the researcher, they feel the benefits and convenience. Students feel comfortable with this method.

B. Suggestion

1. For the teacher

The result of this research indicates that are implementing Vlogs, the teacher did implement all of aspect implementations E-learning by theory Gilly Salmon. The researcher suggests that the teacher should make online discussion to discuss the material and share the idea with each others.

2. For the next researcher

The finding of this study are expected to be used as consideration for the next researcher who want to conduct the study related to the use of e-learning platform in English learning. Regarding with the result of this study, the future researcher can conduct the research about classroom interaction using Google meet in teaching English, teachers' and students' challenge in implementing Vlogs in English learning and the effect of using Vlogs. The next researcher also can conduct the research about teacher's perception toward the use of Vlogs. Hopefully, the result of this research can become inspiration for the further researcher

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APPENDICES

CATATAN LAPANGAN (FIELD NOTE)

Informant : Teacher

Day /Date : Wednesday 4 Mei 2022

Time : 10.00 – 11.00

Place : SMK AL-HIKMAH TANON

Keterangan :

P : Peneliti

I : Informant

P : Assalamualaikum bu , sebelumnya perkenalkan nama saya Othalia putri fatikhah saya mahasiswi jurusan pendidikan bahasa inggris Universitas Islam Negeri Raden Mas Said yang sedang melakukakan penelitian untuk skripsi . Mohon maaf saya mengganggu waktu nya , Saya ijin mau wawancara dengan ibu , Apakah ibu berkenan saya wawancara ?

I : Wallaikumsalam iya mbak , monggo silahkan

P : Baik bu, pertama saya mau menyanyakan menurut ibu pembelajaran online itu seperti apa ?

I : Setelah pandemic sekolah mengambil kebijakan untuk menerapkan pembelajaran daring atau online , sebelumnya guru telah diberikan sosialisasi mengenai bagaimana penerapan pembelajaran online seperti penyampaian materi dan media apa saja yang dapat digunakan dalam pembelajaran online .

P: Terkait dengan materi pembelajaran ibu, Menurut ibu apa itu video blog (vlog) ?

I : Blog (vlog) adalah video yang biasanya mempunyai durasi tidak terlalu panjang biasanya kurang dari 20 menit dan merupakan jenis konten media yang membuat dan mempublikasikan video di internet, biasanya melalui platform youtube .

P : Menurut ibu apakah materi pembelajaran menggunakan link youtube mengenai video blog(vlog) mendapatkan respon yang baik dari siswa ?

I : Iya Alhamdulillah mbak, siswa menjadi relative lebih semangat dalam mengikuti pelajaran dan menjadi lebih aktif . karena setelah saya membuka pela-

jaran dan menjelaskan materi saya memberikan tugas kepada siswa untuk mempraktekan langsung materi yang telah didapatkan .

P : Kalau dari ibuk sendiri biasanya mengajar menggunakan metode dan media apa saja buk?

I : Saya lebih sering menggunakan google meet mbak , tapi sesekali saya juga menggunakan google classroom . biasanya satu hari sebelum pembelajaran berlangsung siswa saya berikan link youtube untuk dipelajari.

P : Kendala apa saja yang ibuk alami saat menggunakan pembelajaran menggunakan google meet ?

I : Kendalanya adalah tidak semua siswa berasal dari keluarga yang mampu , jadi ada beberapa siswa yang kesulitan untuk mengikuti pelajaran karena paket data nya habis atau kadang sinyalnya jelek .

P : Saat pembelajaran berlangsung pasti ada siswa yang mungkin merasa bosan dengan adanya pembelajaran online saat ini . kalau dari ibuk sendiri apakah ada treatment atau cara sendiri untuk membuat siswa tetap semangat belajar ?

I : Iya namanya pembelajaran online mba , ada saja siswa yang mungkin merasa bosan . jadi biasanya saya sebisa mungkin menyelipkan intermezzo juga agar siswa tetap focus dan semangat kembali mengikuti pelajaran .

P : Sebelumnya terimakasih banyak buk , sudah mau meluangkan waktunya dan sudah berkenan saya wawancarai , jika ada salah salah kata saya minta maaf

I : Iya mbak sama sama , semoga jawaban saya bisa membantu .

CATATAN LAPANGAN (FIELD NOTE)

Informant : Student XB

Day/Date : Thursday , 5 Mei 2022

Time : 09 – 10.00

Place : Whatsapp

Keterangan

P : Peneliti

I : Informant

P : Assalamualaikum dek , sebelumnya perkenalkan nama saya Othalia putri fatikhah saya mahasiswi jurusan pendidikan bahasa inggris Universitas Islam Negeri Raden Mas Said yang sedang melakukakan penelitian untuk skripsi .
Maaf saya mengganggu waktu nya , Saya ijin mau wawancara , Apakah adek bersedia saya wawancara ?

I : Iya mbak

P : Pertama, menurutmu apa itu pembelajaran online ?

I : Pembelajaran bukan tatap muka atau yang dilakukan jarak jauh lewat aplikasi

P : Aplikasi atau media pembelajaran apa yang biasanya digunakan ?

I : Biasanya google meet atau google classroom .

P : Terkait tema pembelajaran mengenai video blog(vlog) , apa yang kamu ketahui tentang video blog(vlog)?

I : Video yang berasal dari youtube untuk memudahkan pembelajaran

P : Apakah dengan media pembelajaran menggunakan video blog(vlog) bisa menambah semangat siswa dalam belajar materi baru ?

I : Iya , karena dengan menggunakan video blog(vlog) membuat pembelajaran menjadi tidak membosankan .

P : Kendala apa saja yang kamu temui ketika mengikuti pembelajaran online ?

I : Kadang kuota habis atau sinyal susah , jadi sulit untuk masuk ke aplikasi

P : Terimakasih banyak dek, terimakasih sudah membantu . maaf jika ada salah salah kata .

I : Iya mbak

Informant : Student XB

Day/Date : Thursday , 5 Mei 2022

Time : 09 – 10.00

Place : Whatsapp

Keterangan

P : Peneliti

I : Informant

P : Assalamualaikum dek , sebelumnya perkenalkan nama saya Othalia putri fatikhah saya mahasiswi jurusan pendidikan bahasa inggris Universitas Islam Negeri Raden Mas Said yang sedang melakukakan penelitian untuk skripsi .
Maaf saya mengganggu waktu nya , Saya ijin mau wawancara , Apakah adek bersedia saya wawancara ?

I : Iya mbak

P : Pertama, menurutmu apa itu pembelajaran online ?

I : Pembelajaran yang dilakukan diluar sekolah

P : Aplikasi atau media pembelajaran apa yang biasanya digunakan ?

I : Google meet , google classroom

P : Terkait tema pembelajaran mengenai video blog(vlog) , apa yang kamu ketahui tentang video blog(vlog)?

I : Konten video mengenai materi pembelajaran , tips, menceritakan tentang sesuatu .

P : Apakah dengan media pembelajaran menggunakan video blog(vlog) bisa menambah semangat siswa dalam belajar materi baru ?

I : Iyaa

P : Kendala apa saja yang kamu temui ketika mengikuti pembelajaran online ?

I : Kadang susah sinyal

P : Terimakasih banyak dek, terimakasih sudah membantu . maaf jika ada salah salah kata .

I : Iya mbak

Questionnaire

| No | Statement | Strongly agree | Agree | Neu- tral | Disa- gree | Stongly disa- gree |
|----|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|--------------|---------------|--------------------------|
| 1 | Pembelajaran bahasa Inggris melalui Video Blog yang di tampilkan oleh guru efektif selama pandemi Covid-19 | V | | | | |
| | | | | | | |
| 2 | Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Meet selama pandemic Covid-19 | | | V | | |
| | | | | | | |
| 3 | Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19 | | V | | | |
| | | | | | | |

| | | | | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------|---|--|---|--|---|
| 4 | Anda merasa bosan untuk belajar bahasa inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19? | | | V | | |
| | | | | | | |
| 5 | Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Video Blog yang di tampilkan oleh guru | | | V | | |
| | | | | | | |
| 6 | Guru menjelaskan materi bahasa Inggris dengan baik melalui Google Meet | | | V | | |
| | | | | | | |
| 7 | Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui Google Meet | V | | | | |
| | | | | | | |
| 8 | Guru melakukan kegiatan Tanya jawab tentang materi bahasa | | | | | V |
| | | | | | | |

| | | | | | | |
|----|----------------------------------------------------------------------------------------------------------|--|---|--|--|--|
| | Inggris dalam pembelajaran melalui Video Blog | | | | | |
| 9 | Materi bahasa Inggris yang disampaikan oleh guru melalui Google Meet sesuai dengan silabus | | V | | | |
| 10 | E-learning Madrasah cocok diterapkan sebagai media pembelajaran bahasa Inggris selama pandemic covid-19? | | V | | | |

| No | Statement | Strongly | Agree | Neutr | Disag | Stongly |
|----|-----------|----------|-------|-------|-------|---------|
|----|-----------|----------|-------|-------|-------|---------|

| | | agree | | al | ree | disagre e |
|---|--------------------------------------------------------------------------------------------------------------------------------------|-------|---|----|-----|--------------|
| 1 | Pembelajaran bahasa Inggris melalui Video Blog yang di tampilkan oleh guru efektif selama pandemi Covid-19 | | V | | | |
| 2 | Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Meet selama pandemic Covid-19 | | V | | | |
| 3 | Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19 | | V | | | |
| 4 | Anda merasa bosan untuk belajar bahasa inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19? | | V | | | |
| 5 | Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Video Blog yang di tampilkan oleh guru | | | V | | |
| 6 | Guru menjelaskan materi bahasa Inggris dengan baik melalui Google Meet | | | | V | |
| 7 | Kemampuan bahasa | V | | | | |

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| 9 | Materi bahasa Inggris yang disampaikan oleh guru melalui Google Meet sesuai dengan silabus | | V | | | |
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| 10 | E-learning Madrasah cocok diterapkan sebagai media pembelajaran bahasa Inggris selama pandemic covid-19? | V | | | | |
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| 1 | Pembelajaran bahasa Inggris melalui Video Blog yang di tampilkan oleh guru efektif selama pandemi Covid-19 | | V | | | |
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| 2 | Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Meet selama pandemic Covid-19 | V | | | | |
| | | | | | | |
| 3 | Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19 | | | V | | |
| | | | | | | |
| 4 | Anda merasa bosan untuk belajar bahasa inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19? | | V | | | |
| | | | | | | |
| 5 | Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris menggunakan Video Blog yang di tampilkan oleh guru | | V | | | |
| | | | | | | |
| 6 | Guru menjelaskan materi bahasa Inggris dengan baik melalui Google Meet | | V | | | |
| | | | | | | |

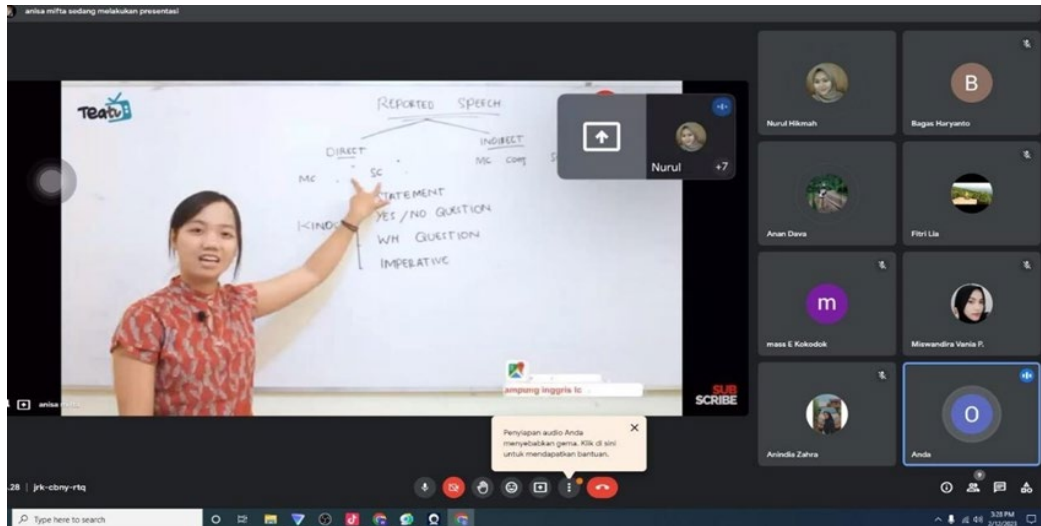
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|----|----------------------------------------------------------------------------------------------------------|--|---|--|--|--|
| 7 | Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui Google Meet | | V | | | |
| | | | | | | |
| 8 | Guru melakukan kegiatan Tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui Video Blog | | V | | | |
| | | | | | | |
| 9 | Materi bahasa Inggris yang disampaikan oleh guru melalui Google Meet sesuai dengan silabus | | V | | | |
| | | | | | | |
| 10 | E-learning Madrasah cocok diterapkan sebagai media pembelajaran bahasa Inggris selama pandemic covid-19? | | V | | | |
| | | | | | | |

| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| 1 | Pembelajaran bahasa Inggris melalui Video Blog yang di tampilkan oleh guru efektif selama pandemi Covid-19 | | | V | | |
| | | | | | | |
| 2 | Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui Google Meet selama pandemic Covid-19 | | V | | | |
| | | | | | | |
| 3 | Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui Video Blog yang di tampilkan oleh guru selama pandemi Covid-19 | | V | | | |
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| No | Statement | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|----|--------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
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The pictures above is an illustration of the learning process during the Covid-19 pandemic, when the teacher plays the blog(vlog) video material that was previously sent, and the students pay attention to see and listen together through the Google Meet application .

After the video has finished playing, the teacher explains the contents of the video a little and then open a question and answer session to the students, student take an active role in the lesson by asking a few question .

So there is learning that is not boring and inspires student to continue learning .

