

**STUDENTS' PERCEPTION ON THE USE OF VLOG AS A
VIDEO REFLECTION TO IMPROVE SPEAKING ABILITY IN
MERDEKA CURRICULUM**

FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana
Pendidikan Degree in English Education**



proposed by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG**

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(A Case Study of the 11th Graders of SMA Islam Sultan Agung 1 Semarang)

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Has been approved by the advisor to be examined by the Board of Examiners

Semarang, August 4th, 2023
Advisor



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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of my paper and degree obtained from that paper.

Semarang, August 4th, 2023



Azka Salsabila
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MOTTO

"Part of growing up and moving into new chapters of your life is about catch and release, knowing what things to keep and what things to release, you can't carry all things"

(Taylor Swift)

DEDICATION

- My beloved parents, Mr. Hambali and Mrs. Maslahah who always support me, give me motivation, affection and everything in my life.
- My dearest friend, Harlina Zumiarti. Thanks for giving me support, for struggle we have done together.
- My special companion Muhamad Rifky Mahendra, I appreciate you being companion in everything, someone who take his time, support and comfort me, and inspires me to keep moving forward and not giving up in order to realize my dreams.

ACKNOWLEDGEMENT

All Praise is given to Allah, the Lord of the world for His mercies and blessing, the writer finally could finish this final project. The writer would like to express her biggest gratitude and appreciation fo people who have helped her in finishing this final project. The writer would like to say thank you to bellowing people:

1. Prof. Dr. H. Gunarto, S.h., M.h. as the Rector of Sultan Agung Islamic University.
2. Trimanah, S.Sos., M.Si. as the Dean of Faculty of Languages and Communication Science, Sultan Agung Islamic University.
3. Nur Ekaningsih, S.Pd., M.Pd. as the Head of English Education Study Program of Faculty of Languages and Communication Science, Sultan Agung Islamic University.
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Finally, the researcher hopes this research will be useful for the readers, further studies, and the English Education Study Program students. The suggestion and constructive criticism for improving the final project was accepted.

Semarang, August 2023
The Researcher,

Azka Salsabila
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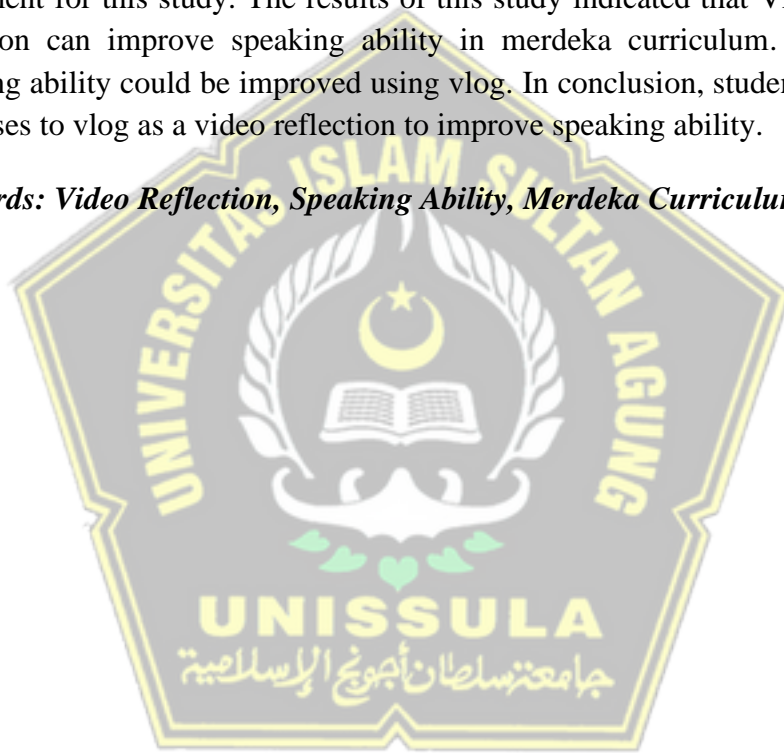


ABSTRACT

Salsabila, Azka. 2023. *“Students’ Perception on the Use of Vlog as a Video Reflection to Improve Speaking Ability in Merdeka Curriculum”*. A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Mega Mulianing Maharani, M.Pd.

This study aimed to specify students’ perception on the use of vlog as a video reflection to improve speaking ability in merdeka curriculum. This study involved 55 students as the respondents at 11th grade of SMA Islam Sultan Agung 1 Semarang by using a descriptive quantitative method. Questionnaires used as instrument for this study. The results of this study indicated that Vlog as a video reflection can improve speaking ability in merdeka curriculum. Besides that, speaking ability could be improved using vlog. In conclusion, students gave agree responses to vlog as a video reflection to improve speaking ability.

Keywords: *Video Reflection, Speaking Ability, Merdeka Curriculum, Vlog*



INTISARI

Salsabila, Azka. 2023. *“Students’ Perception on the Use of Vlog as a Video Reflection to Improve Speaking Ability in Merdeka Curriculum”*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung Semarang. Pembimbing: Mega Mulianing Maharani, M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan vlog sebagai video refleksi untuk meningkatkan kemampuan berbicara dalam kurikulum merdeka. Penelitian ini melibatkan 55 siswa sebagai responden dari kelas XI SMA Islam Sultan Agung 1 Semarang dengan menggunakan metode kuantitatif deskriptif. Kuesioner digunakan sebagai instrumen penelitian ini. Hasil dari penelitian ini menunjukkan bahwa Vlog sebagai video refleksi dapat meningkatkan kemampuan berbicara dalam kurikulum merdeka. Selain itu, kemampuan berbicara dapat ditingkatkan dengan menggunakan vlog. Kesimpulannya, siswa memberikan tanggapan setuju terhadap vlog sebagai video refleksi untuk meningkatkan kemampuan berbicara.

Kata kunci: *Refleksi Video, Kemampuan Berbicara, Kurikulum Merdeka, Vlog*



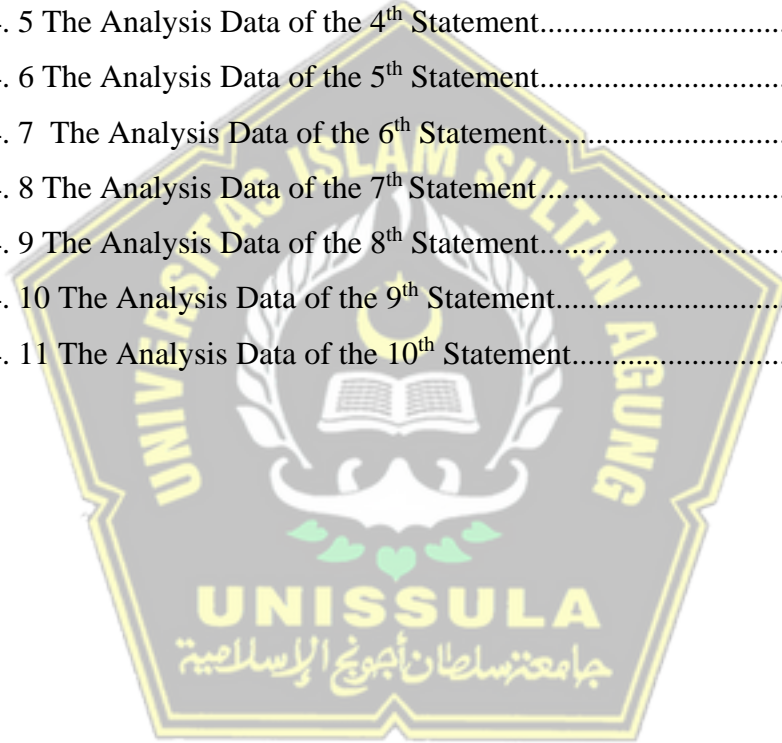
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Technological innovation has appeared rapidly in all aspects of life. In education, technology plays an important role. This facilitates the learning process of teachers and students. Many teachers and students use multiple devices, such as mobile devices, as tools to support and facilitate the teaching and learning environment. For example, teachers provide a number of web and mobile based applications to facilitate collaborative classroom activities as part of the instructional process. This mobile and web application benefits both lecturers and students.

One of the most popular technological innovations today and the new type of video that is most watched by students is vlogs (Video Blogs). According to Saputra (2017), vlogs is a form of blog posted via social network, using video media, which is a combination of images, text, audio, video and animation. Saiful (2019) states that “Youtube Vlog is an opportunity to form a digital community and share people’s real-life activities and thoughts from people around the world”. Gunelius (2012) adds that a vlog is a type of blog filled with video content. There is a channel on YouTube people can create vlog content and then upload it to their channel.

The use of vlogging in education has been widely recognized by several researchers, Lestari (2019), Saidalvi et al. (2021), Muzakki and Indah (2019), and Muhsin (2018). They found that vlogs had a positive impact on students’ speaking ability, academic performance, and motivation to learn some subject.

However, the research on using vlogs to improve speaking is limited. Therefore, in this article, the objective of this study is to find out the students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum. Vlog in the form of reflective video to improve speaking skill ability in Merdeka Curriculum provide a great opportunities for students to improve their speaking skills. This allows them to practice not only in the class but also outside of the classroom.

1.2 Reasons for Choosing Topic

There are three reasons why the researchers are interested in the research about students' perception on the use of vlogs as a video reflection to improve speaking ability in Merdeka Curriculum.

- a. In Merdeka Curriculum, students are forced to be able to make a project.
- b. Speaking is one of projects than can be implemented in Merdeka Curriculum.
- c. Using vlog is the way that can mediate students to speak.

1.3 Research Question

The purpose of the study elaborates the answer of the following question: "what are the students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum?"

1.4 Objective of The Study

The objective of study is to know the students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum.

1.5 Limitation of the Study

It is impossible to discuss all problems above. Therefore, the study focused on students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum.

1.6 Significances of the Study

This study will be informative and hopefully can be beneficial pedagogically and practically for teacher, students and other researchers.

1. Pedagogical Significance

a. For teacher

This information has many benefits for teachers when teaching students the ability to enhance speaking skill by vlog as video reflection in Merdeka Curriculum. This research can help teachers be more creative in teaching how to improve speaking in Merdeka Curriculum.

b. For students

The result of this study hopefully gives feedback for the students in their speaking practices after they use vlog as a video reflection.

2. Practical Significance

a. For teacher

The research result are intended to inform teachers about the students' perception on the use of vlog as video reflection to improve speaking ability in Merdeka Curriculum.

b. For students

This study aims to educate students about the benefits of using vlogs as a video reflection in order to support their speaking ability.

c. For other researchers

The result of this study serve as an alternative information for students' perception after they use vlog as video reflection to improve speaking ability in Merdeka Curriculum.

1.7 Definition of Key Terms

a. Vlog

Vlog is a creative video that anyone can create and edit in the most creative way possible (add images, text, sound) and then upload or share on the social networking platform Youtube (Fidan & Debbag, 2018).

b. Video Reflection

According to Marisda (2019), video reflection is the teacher's action in reviewing the learning process that has been accept, including the planning, implementation and management of managed learning outcomes.

c. Speaking

Speaking is a instrument or tool for expressing opinions, ideas, and feelings (Hornby, 2010).

d. Merdeka Curriculum

Merdeka Curriculum is an educational program that emphasizes a wide range of subjects within the curriculum. This approach aims to enhance the effectiveness of learning by allowing students ample time to develop and enhance their skills and abilities. (Kemendikbutristek, Pocket Book of the Merdeka Curriculum, 2022).

1.8 Outline of the Study

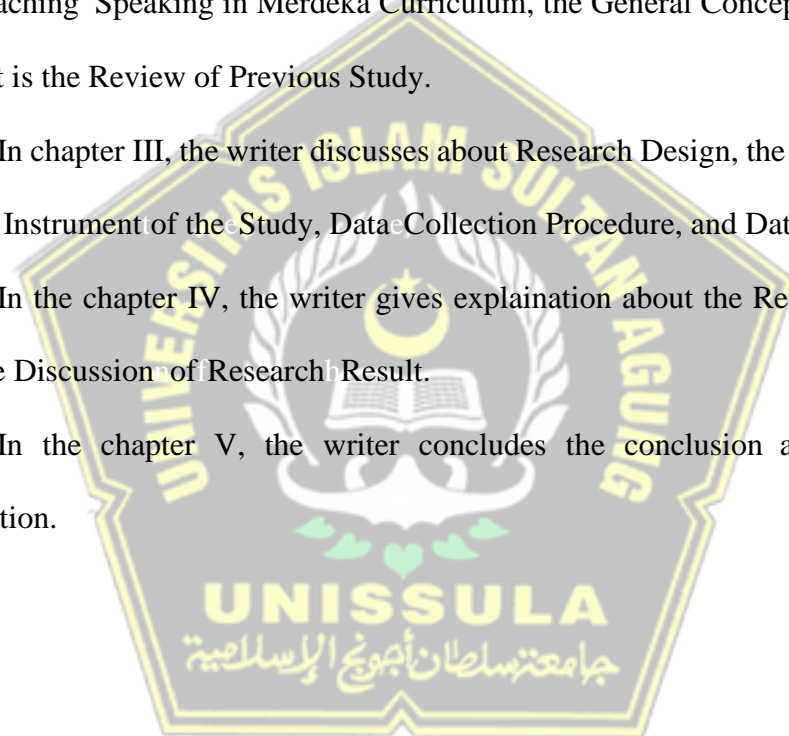
In this study, the writer arranges it into five chapters. In chapter I, the writer explains about the Background of Study, the Reason for Choosing the Topic, the Research Question, the Objectives of the Study, the Limitation of the Study, the significances of the study, the definition of Key Terms, and the Outline of the Study.

In the chapter II, the writer presents about the General Concept of Speaking, the Teaching Speaking in Merdeka Curriculum, the General Concept of Vlog and the last is the Review of Previous Study.

In chapter III, the writer discusses about Research Design, the Subject of the Study, Instrument of the Study, Data Collection Procedure, and Data Analysis.

In the chapter IV, the writer gives explanation about the Research Result, and the Discussion of Research Result.

In the chapter V, the writer concludes the conclusion and gives the suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews some of the literatures that consist of Speaking, Vlog, Merdeka Curriculum and Review of Previous the Studies.

2.1 Speaking

In this section, the writer provides literature about speaking that consists of the Definition of Speaking, the Aspect of Speaking, the Types of Speaking and The Important of Speaking in Merdeka Curriculum.

2.1.1 The Definition of Speaking

Speaking is defined as an oral expression intended to emphasize specific things. According to Hornby (2010), speaking is instrument or tool for us to express our views, ideas and feelings. It involves two people making speakers to communicate with each other. This means that the main purpose of speaking is communication. To effectively express the messages movements, the speaker must know what he or she wants to say and he or she must be able to evaluate the effectiveness of his or her communication.

Speaking is the most important skill needed in communication because speaking is the process that produces speech and is part of our daily activities. Speaking is not only the creation of words but also requires complexity, especially in communication. According to Rani (2016), communication means sharing meaning from one person to another until they understand the information. This interpretation is supported by Chaney and Burk (1998), in human speech, would share meaning by generating and receiving information through verbal and non-verbal sign in a variety of contexts different. When speaking, people express their

thoughts through words and talk about the perceptions, feelings and intentions that they want others to grasp and understand.

Nunan (2015) states that speaking is the effective oral skill and involves the systematic production of speak to convey meaning. Meanwhile Aljadili (2014) states that speaking is the process of sharing knowledge, feelings, needs, views or ideas that takes place between speakers and listeners.

Based on the definitions above, the writer concludes that speaking is the process of saying something to others until they know the information we are talking about. Speaking is also the ability to speak, to address, to know, use a certain language in the actual communication.

2.1.2 The Aspect of Speaking

Speaking can be considered an effective skill as it includes two main aspects such as fluency and accuracy. Accuracy is concerned with the use of vocabulary, grammar, and pronunciation in certain activities. Syakur (1987) states that students can speak English if they use certain systems, linguistic elements and sub-skills such as comprehension, fluency, grammar, vocabulary and pronunciation. Students should pay attention to the aspects of speaking to improve their effective speaking skills.

Maulany (2013) states that the use of speaking assessment includes five aspects: grammar, fluency, pronunciation, vocabulary and comprehension. In addition, Khotimah (2014) argues that there are six aspects in the speaking assessment: intonation, pronunciation, grammar, vocabulary, comprehension and fluency.

Aspects of speaking can make it easier for students to recognize their speaking ability. This study focused on the following aspects: comprehension, vocabulary, pronunciation, fluency, and grammar to measure students' speaking ability.

2.1.3 The Types of Speaking

According to Brown (2004), there are five basic types of speaking. They are imitative, intensive, responsive, interactive, and extensive.

1) Imitative

Imitative speaking performs the imitate of a word, phrase, or sentence.

2) Intensive

Intensive speaking produces short sequences of spoken language designed to demonstrate competence in a grammatical, phrasal, lexical or phonological relationships (such as intonation factors: intonation, emphasis, sounds, rhythms, and conjunctions).

3) Responsive

Responsive speaking includes the ability to make short chats, standard greetings and small chats, requests and simple comments.

4) Interactive

Interactive speaking is speaking activity which is carried out with the interaction between the speaker and the listener both directly or not. It includes face-to-face conversations and telephone calls.

5) Extensive (monologues)

Extensive speaking is oral production, includes speeches, oral presentation and story telling.

The writer chooses the type of Intensive Speaking because Intensive Speaking can be seen as a speaking teaching method that emphasizes on attracting students to participate in intensive speaking activities with the guidance of teachers. The main goal is to develop students' accuracy in speaking language.

2.1.4 The Importance of Speaking in Merdeka Curriculum

As a communication systems, speaking plays an important role in our daily lives. In social interaction, the ability to speak effectively determines how well our interactions will progress and how well the relationship can be established. Then, in the workplace or in professional lives, communication skill are one of the main keys to career success. For example, a leader needs communication skills to inform, influence, and inspire actions. People also need to have communication skills to show their abilities and capabilities.

In Merdeka Curriculum, speaking in English is important (Dewi et al., 2023). It provides students to achieve their communication independently confidently, and verbally. Through the project of Merdeka Curriculum, students are able to interact smoothly, spontaneously and confidently. In the project, students are able to speak freely about their topic.

2.2 Vlog

In this section, the writer explains about vlog that consists of Definition of Vlog, Advantage and Disadvantage of Vlog and Vlog as a Video Reflection.

2.2.1 The Definition of Vlog

At this point, Computer-Mediated Communication (CMC) can be used to meaningfully encourage students to achieve the learning goal of “effective language learning” (Maulidah, 2018). According to Amir (2019), a Vlog is a

personal recording in the form of a video that is updated and distributed in general and consist of blogging activities by means of video on the primary source of written or audio media. Video is a technology for capturing, recording, processing, transmitting and rearrange moving images. While blogs consist of individual profiles that are regularly updated and distributed to the public.

From the explanation above, it can be concluded that vlog is an activity where someone does blogging activities using videos which are added with text and several other media in the video with or without editing, then the video is uploaded to social media. It is commonly used as personal notes and informed to the public and as a media learning.

2.2.2 The Advantages and Disadvantages of Vlog

Vlogs have many advantages that English teachers can use to teach speaking skills. According to Anderson (2012), the advantages of vlog are varied:

- 1) By using the video (with sound or not), we can show a some backward motion.
- 2) The use of a particular effect can enhance both the learning process and the fun value of its use.
- 3) With vlogs, information can be presented simultaneously in different places (classes) and have infinite presence or participation with the screen placement in each class.
- 4) With vlog, students can learn independently.

Admittedly, the disadvantages of using vlog is limited. According to Anderson (2012), the disadvantages of using vlog are:

- 1) Small screens may limit attendance unless network monitoring and video projection system upgrade.
- 2) When in use, video equipment should be readily available at the place of use.

Each learning media has its advantages and disadvantages, but with the advantages of using vlogs, teachers can easily carry out teaching and learning activities. The use of vlogs is useful for the language learning because it incorporates fun and educational tutorials that mirrors real-life interactions.

2.2.3 Vlog as Video Reflection

The use of vlog as video reflection is very influential for students. Expressed by Ananda & Mardiah (2020), the integration of the use of vlogs as video reflection in English classes succeeded in realizing learning to be more interesting, increasing students' perceptions interest in speaking learning, so students consider speaking no longer difficult and boring things. Vlogging is used as an alternative media to improve students' speaking and give them the motivation to confidently speak in public. It is expected that each students can get an idea to develop the topic of speaking after watching the video blog. So that they can create personal video blogs in English. They can also improve their pronunciation like a native speaker, improve their vocabulary items and make good sentences with proper grammar. In addition, Rakhmanina & Kusumaningrum (2017), explains that the learning process which uses video blogging or vlog is more effective than using expository strategies. They also explained that in order to motivate students to speak, every student should be given a freedom to develop ideas and share the ideas they have through personal vlog.

This is what makes the use of vlogs recommended as reflection of learning media that can be in demand by students to increase learning motivation and improve their language skills. The role of learning media reflection is very influential on students motivation and interest in learning. Of course, by fostering motivation and students interest will also affect the level of mastery of the learning material provided by teacher.

2.3 Merdeka Curriculum

According to Jahari (2020), the Merdeka Curriculum is the policy of the Minister of Education and Culture of the Republic of Indonesia as a current, systematic educational assessment of implementation aimed at accelerating achievement of the compulsory educational goals in the 2013 curriculum, curriculum and educational challenges in the 4.0 revolution era. Merdeka Curriculum is one of the efforts of freedom in thinking and expression. It is important for teachers to understand the learning model that will be applied when teaching. So that learning becomes conceptualized and the process is in accordance with the goals to be achieved. Not only knowing, but also understanding and able to apply learning models in class. For example, implementing a project-based learning model, so the level of difficulty must be adjusted to phases that exist in the Merdeka Curriculum. So the teachers do not provide challenges that are not in accordance with the level or development of student psychology.

2.4 The Review of Previous Studies

There are four previous studies used as the guideline of this research.

The first previous study is from Taqwa & Sandi (2019), entitled “*Students’ Experiences of Using Vlogs to Learn English*”. This study aims to understand the

experience of EFL students' when using vlog as one of the technology products to learn English. This study used a hermeneutical phenomenology study. The researchers administered interview guides, reflections, and vlog documentations as a tool for data collection with 2 students. From the results, the participants said that they were very enthusiastic and confident in working on this project from the very beginning because they already had experiences making similar videos.

The next previous study is from Muzakki (2019), entitled *"Students' Perception On The Use Of Vlog In Improving Students' Speaking Skill Senior High School At Solihuddin School, Songkhlaa, Thailand"*. This study aimed to understand students' perceptions of using vlog to improve speaking skill in High School. The researcher used qualitative method. The researcher used questionnaires and interviews. The samples has 3 participants. Based on the data analysis, students who really enjoy and master vlog should speak confidently and fluently.

The other previous study is from Faiza, Mayektib, Faiza et al. (2022), entitled *"Students' Perception of Vlog as A Self-Learning Media in Speaking"*. This study aims to find out students' perception about the process of learning speaking skills through the use of vlogs as a means of self-study and the effects of using vlogs on motivation, self-confidence and creative motivation of students. The study used qualitative method. The researchers used questionnaires and interviews. The results show that using fun-learning methods through vlogs for English speakers is a practical learning innovation.

The last previous study is from Liando et al. (2022), entitled *"Students' Perception On The Use Of Vlog As Learning Media For EFL Speaking Skill"*.

This study aimed to find out students' perceptions toward a learning media for EFL speaking skills. The researcher used descriptive method. The researcher used questionnaire. The sample 35 students. Based on the results of this study, the students' perception toward the statements was dominated positively because the students had a great experience in watching Video Blog.

From the analysis of the previous studies above, the writer makes some conclusions that there are some differences between the previous studies and the present study in some ways:

1. The research from Taqwa & Sandi (2019), used hermeneutic phenomenology research. The research used an interview guideline, reflection, and vlog documentations. The writer just focuses to find out the significance of utilizing technology in learning English from students' perspectives.
2. The research from Muzakki (2019), used qualitative analysis of research. The research used an interview and questionnaires. While the writer focuses on how students' speak fluency and accuracy according to the aspects of speaking.
3. The research from Faiza et al. (2022), used qualitative method of research. The research used a questionnaires and interview. While the writer here just focuses to students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum.
4. The research from Liando et al. (2022), used descriptive method. The research used questionnaires. The writer just focuses to find out students'

perceptions toward on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum.

The similarity between the four previous study and this study is that the first study used qualitative and descriptive research. The second study implemented the study in high school. While the difference is about the research design, and collecting data.



CHAPTER III

RESEARCH METHOD

This chapter III presents about the Design of the Study, Respondents of the Study, Data of the Study, Instrument, Data Collection Procedure and Data Analysis.

3.1 Design of the Study

The researcher used quantitative descriptive method. Descriptive quantitative method is a type of research that is used to analyze data by describing the data that has been collected.

Descriptive quantitative selection in this study was based on the objective the researcher wanted to study, because it answered the research question of what the eleventh graders' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum at SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024.

3.2 Respondents of the Study

The subject of this study was the eleventh-grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024. To provide specific information about the subjects, the researcher explains the study population and sample. The population in this present study is the eleventh grade students of Islamic Senior High School Sultan Agung 1 Semarang City, Central Java Province in the academic year 2023/2024.

The researcher employs simple random sampling to choose the sample. Simple random sampling is a sample member from a random population that is carried out without regard to the strata in the population. Through random sampling,

the researcher had 55 students to be the sample. The students have used vlog for improving speaking ability as their task of project in Merdeka Curriculum.

3.3 Data of the Study

Variable is an object that can be of any shape, and it is chosen by the researcher in order to collect data and draw conclusions. The researcher only employed one variable, which is Students' Perception on the Use of Vlog as a Video Reflection to Improve Speaking Ability in Merdeka Curriculum.

3.4 Instrument

The instrument of this study is questionnaire to collect the research data, so the data can be easily processed and it can produce good quality research about students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka Curriculum. This study used closed-ended question. Closed-ended are questions that only be answered with "yes" or "no" or a limited number of choices. Likert scale uses in this study. Likert scales has 4 options including: Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (DSA). The items of the questionnaire adapted from (Widodo, 2020). The questionnaire by paper. Intending to make it simple for students to understand the subject, the researcher writes the questions in Indonesian.

Table 3. 1 Questionnaire Structure

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Vlog offers me more opportunities to interact with my teacher and peers					
2.	Vlog can build my confidence					
3.	Vlog gives me a chance to share my speaking ability					

	with my teacher and my peers					
4.	Vlog allows me to get immediate feedback from my teacher and peers by comment and subscribe					
5.	Vlog supports e-learning through speaking video and building confidence in groups					
6.	Vlog can motivate me in learning speaking class					
7.	Vlog requires long time to master its components					
8.	I need to learn some troubles shooting technology tasks to help myself when implementing vlog properties					
9.	I dislike using vlog as my speaking media because I must have good devices and it takes time					
10.	I get frustrated by practicing speaking using vlog because of the slow-speed internet					

3.3.1 Validity

The researcher needs a validation rubric to make it simple for the experts to correct and offer suggestions to improve the validity of the questionnaire. The researcher used the validation rubric from Simon and White (2011) to guarantee

the validity of the questions and was reviewed by the advisor and English teacher.

It is described in table 3.3 below:

Table 3. 2 Questionnaire Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page <u>and</u> question number) and need to be revised. <i>Please use the comments and suggestions section to recommend revisions.</i>
		1	2	3	4	
Clarity	<ul style="list-style-type: none"> • The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked. • There are no <i>double-barreled</i> questions (two questions in one). 					
Wordiness	<ul style="list-style-type: none"> • Questions are concise. • There are no unnecessary words. 					
Negative Wording	<ul style="list-style-type: none"> • Questions are asked using the affirmative (e.g., Instead of asking, “Which methods are not used?”, the researcher asks, “Which methods <i>are</i> used?”) 					
Overlapping Responses	<ul style="list-style-type: none"> • No response covers more than one choice. • All possibilities are considered. • There are no ambiguous questions. 					

Balance	<ul style="list-style-type: none"> The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone. 					
Use of Jargon	<ul style="list-style-type: none"> The terms used are understandable by the target population. There are no clichés or hyperbole in the wording of the questions. 					
Appropriateness of Responses Listed	<ul style="list-style-type: none"> The choices listed allow participants to respond appropriately. The responses apply to all situations or offer a way for those to respond with unique situations. 					
Use of Technical Language	<ul style="list-style-type: none"> The use of technical language is minimal and appropriate. All acronyms are defined. 					
Application to Praxis	<ul style="list-style-type: none"> The questions asked relate to the daily practices or expertise of the potential participants. 					
Relationship to Problem	<ul style="list-style-type: none"> The questions are sufficient to resolve the problem in the study. The questions are sufficient to answer the research questions. The questions are sufficient to obtain the purpose of the study. 					

The Criteria of The Score

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modifications needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

$$\text{Score} = \frac{\text{Total Score}}{\text{Total Item}}$$

3.3.2 Reliability

The researcher used software SPSS 25 version to calculate and analyze the data and used the Cronbach Alpha formula to test the reliability of the questionnaire. Meanwhile, to determine the level of reliability Cronbach Alpha is interpreted from Liliana et al. (2020) with the following table.

Table 3. 3 Levels of Reliability

Cronbach Alpha Score	Interpretation
0.81 – 1.00	Very Reliable
0.61 – 0.80	Reliable
0.41 – 0.60	Quite Reliable
0.21 – 0.40	Rather Reliable
0.00 – 0.20	Less Reliable

3.5 Data Collection Procedure

In this sub-chapter, the researcher explains how the researcher collected the data. There are five steps.

1. The researcher came to school to ask permission for conduct research.
2. The researcher asked permission to English teacher to distribute questionnaires to the students.
3. The researcher gave time to the students to answer the questionnaire. After the students finished answering it, they collected to the researcher.
4. The researcher collected and analyzed information to obtain valid data.
5. The researcher concluded the data above.

3.6 Data Analysis

In this study, the researcher used questionnaires as the main instrument to collect the data about the students' perception on the use of vlog as a video reflection to improve speaking ability in Merdeka curriculum.

The data collected were analyzed by using statistical software, especially the SPSS 25 software. To calculate the data, the researcher used the Likert Scale, which has 4 point scales, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA). The Likert scale was used to obtain data on the total score of each student's answer questionnaire. Table 3. 4 The Likert Scale

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (DSA)	1

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter answers the research question for this study. Within the descriptive statistical analysis, the result of the students' perception on the use of vlog as a video reflection to improve speaking ability in merdeka curriculum at SMA Islam Sultan Agung 1 Semarang is shown in this chapter.

4.1. Research Findings

In conducting this research, the researcher used questionnaire to collect the data.

Validity and Reliability

The questionnaire was conducted after it was validated by the expert (the advisor and the English teacher at SMA Islam Sultan Agung 1 Semarang). Furthermore, researcher also analyzed the reliability of the instruments. The result is stated in table 4.1.

Table 4. 1 Reliability Finding Result

Reliability	Statistic
Cronbach Alpha	N of items
.663	10

The reliability of the items of question in SPSS 25 the result is higher than 0.60. It can be said that the instrument is reliable. Based on the computation, it is found that the reliability of this test is 0.663. The result of the reliability is higher than 0.60. It means that the instrument is reliable. That is valid based on Liliana et al (2020) formula.

In this chapter, the researcher explains the result of data analysis based on the problem of Students' Perception on the Use of Vlog as a Video Reflection to Improve Speaking Ability in Merdeka Curriculum. The researcher used closed-ended questionnaire which includes 10 statements. The questionnaire was completed by 55 Students of XI IPA 2 and XI IPA 5.

The First Statement

The first statement of the questionnaire is **'Vlog offers me more opportunities to interact with my teacher and peers'**. The respondents' responses result is stated in the table 4.2.

Table 4. 2 The Analysis Data of the 1st Statement

Answer items	Frequency	Percentage
a. Strongly Agree	4	7.27%
b. Agree	48	87.28%
c. Disagree	3	5.45%
a. Strongly Disagree	0	0%
Total	55	100%

From the table above, it can be conclude that students had positive perception about vlog. There were 48 (87.28%) students of 55 students agreed that vlog is one of the most enjoyable ways to interact with teacher and peer.

The Second Statement

The second statement of the questionnaire is **'Vlog can build my confidence'**. The respondents' responses result is stated in the table 4.3.

Table 4. 3 The Analysis Data of the 2nd Statement

Answer items	Frequency	Percentage
a. Strongly Agree	4	7.27%
b. Agree	45	81.82%
c. Disagree	6	10.91%
d. Strongly Disagree	0	0%
Total	55	100%

From the data above, there were 45 students or 81.82% agreed that vlog could build their confidence. It is indicated that students had positive perception about the second question.

The Third Statement

The third statement of the questionnaire is **‘Vlog gives me a chance to share my speaking ability with my teacher and my peers’**. The respondents’ responses result is stated in the table 4.4.

Table 4. 4 The Analysis Data of 3rd Statement

Answer items	Frequency	Percentage
a. Strongly Agree	10	18.18%
b. Agree	42	76.37%
c. Disagree	3	5.45%
d. Strongly Disagree	0	0%
Total	55	100%

From the table above, there were 76.37% (42 students) stated agree, 18.18% (10 students) stated strongly agree, then 5.45% (3 students) stated disagree and no one stated strongly disagree for question number three. Therefore, the researcher can say that vlog could give students a chance to share their speaking ability with their teacher and peers.

The Fourth Statement

The fourth statement of the questionnaire is **‘Vlog allows me to get immediate feedback from my teacher and peers by comment and subscribe’**. The respondents’ responses result is stated in the table 4.5.

Table 4. 5 The Analysis Data of the 4th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	7	12.73%
b. Agree	39	70.90%
c. Disagree	9	16.37%
d. Strongly Disagree	0	0%
Total	55	100%

From the table above, 70.90% (39 students) answered agree, 12.73% (7 students) answered strongly agree, 16.37% (9 students) answered disagree about statement of “Vlog allows me to get immediate feedback from my teacher and peers by comment and subscribe”. It is indicated that students gave good perception about that question.

The Fifth Statement

The fifth statement of the questionnaire is ‘**Vlog supports e-learning through speaking video and building confidence in groups**’. The respondents’ responses result is stated in the table 4.6.

Table 4. 6 The Analysis Data of the 5th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	10	18.18%
b. Agree	43	78.19%
c. Disagree	2	3.63%
d. Strongly Disagree	0	0%
Total	55	100%

From the table above, it can be concluded that students had positive perception about vlog. There were 43 students (78.19%) of 55 students agreed that vlogs supported e-learning through speaking video and built confidence in groups.

The Sixth Statement

The sixth statement of the questionnaire is ‘**Vlog can motivate me in learning speaking**’. The respondents’ responses result is stated in the table 4.7.

Table 4. 7 The Analysis Data of the 6th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	12	21.81%
b. Agree	38	69.10%
c. Disagree	4	7.28%
d. Strongly Disagree	1	1.81%
Total	55	100%

From the table above, there were 38 students or 69.10% stated that vlog could motivate them in learning speaking. It is indicated that the students gave positive perception about the use of vlog in motivating them to learn speaking.

The Seventh Statement

The seventh statement of the questionnaire is **‘Vlog requires long time to master its components’**. The respondents’ responses result is stated in the table 4.8.

Table 4. 8 The Analysis Data of the 7th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	0	0%
b. Agree	13	23.64%
c. Disagree	34	61.82%
d. Strongly Disagree	8	14.54%
Total	55	100%

There were 61.82% (34 students) stated that vlog did not require long time to master their components. It is indicated that the students in this study gave a positive perception about the question number seven.

The eighth Statement

The eighth statement of the questionnaire is **‘I need to learn some troubles shooting technology tasks to help myself when implementing vlog properties’**. The respondents’ responses result is stated in the table 4.9.

Table 4. 9 The Analysis Data of the 8th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	14	25.46%
b. Agree	30	54.54%
c. Disagree	9	16.37%
a. Strongly Disagree	2	3.63%
Total	55	100%

From the data above, it can be known that 30 students or 54.54% answered agree, 14 students (25.46%) answered strongly agree, 9 students (16.37%) answered disagree, and 2 students (3.63%) answered strongly disagree about the question number eight.

The Ninth Statement

The ninth statement of the questionnaire is **‘I dislike using vlog as my speaking media because I must have good devices and it takes time’**. The respondents’ responses result is stated in the table 4.10.

Table 4. 10 The Analysis Data of the 9th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	4	7.28%
b. Agree	21	38.19%
c. Disagree	28	50.90%
a. Strongly Disagree	2	3.63%
Total	55	100%

From the data above, there were 28 students or 50.90% stated that the students like using vlog as their speaking media because they must not have good devices and it took a long time to use vlog.

The Tenth Statement

The tenth statement of the questionnaire is **‘I get frustrated by practicing speaking using vlog because of the slow-speed internet’**. The respondents’ responses result is stated in the table 4.11.

Table 4. 11 The Analysis Data of the 10th Statement

Answer items	Frequency	Percentage
a. Strongly Agree	8	14.54%
b. Agree	27	49.10%
c. Disagree	19	34.54%
a. Strongly Disagree	1	1.82%
Total	55	100%

From table above, there were 49.10% (27 students) stated agree, 14.54% (8 students) stated stongly agree, 34.54% (19 students) stated disagree and 1.82% (1 student) stated strongly disagree about the question number ten. They did not get frustrated by practicing speaking using vlog because of the slow-speed internet.

From the data above, the researcher concluded that there was an indication that vlog as a video reflection especially for speaking ability in merdeka curriculum gave positive perception.

4.2 Discusssion

After analyzing the research findings, the researcher discussed the results of closed questionnaires.

The statements stated that **‘Vlog offers me more opportunities to interact with my teacher and peers’, ‘Vlog can build my confidence’**. All statement was dominated by agree scale. The researcher found in the first indicator, vlog is one of the most enjoyable ways to interact with teacher and peer. Most students agree that vlog could build their confidence. These result have similar result to previous studies from Muzakki (2019), it showed that the students really enjoyed and mastered vlog in speaking so they spoke confidently and fluently.

The next statements stated that **‘Vlog gives me a chance to share my speaking ability with my teacher and my peers’, ‘Vlog allows me to get immediate feedback from my teacher and peers by comment and subscribe’**.

The statement was dominated by agree scale. The researcher found that using vlog could give students a chance to share their speaking ability with their teacher and friends. the researcher also found that mostly students gave good perception about the question. The result have similar result in the new finding studies from Maulidah

(2017), it showed that students get a chance to build up their learning and those several things bring students to enhance their progress in speaking ability.

The statements stated that **‘Vlog supports e-learning through speaking video and building confidence in groups’, ‘Vlog can motivate me in learning speaking’**. Based on the results, there were 2 statements were dominated by agree scale. Through these results, it showed that vlog supported e-learning and could motivate them in learning speaking. The result have similar result in the new finding studies from Hartati and Valimbo (2018), it showed that vlog had been the efficient and effective way to make other students who had low motivation became interested and exited about the lesson.

The statements stated that **‘Vlog requires long time to master its components’, ‘I need to learn some troubles shooting technology tasks to help myself when implementing vlog properties’**. Based on the results, most student answered that vlog did no requires long time to master their components. These results have similar results to previous studies from Taqwa and Sandi (2019). It found that the students very excited and confident enough to conduct this project at first because they already had the same experiences in making videos.

The statements stated **‘I dislike using vlog as my speaking medium because I must have good devices and it takes time’. ‘I get frustrated by practicing speaking using vlog because of the slow-speed internet’**. Through these results, it showed that the students liked to using vlog as their speaking media and they did not get frustrated by practicing speaking. These results have similar results to previous studies from Faiza et al. (2022). It found that the use of fun-

learning methods through vlog for English speaking is a practical learning innovation.

Based on the result obtained from a total of 10 statement, it was found that all statements were dominated by the agree scale. It can be concluded that these results show that vlog is positive perception as a video reflection to improve speaking ability in Merdeka Curriculum.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter was consist of the conclusion of what have been discussed in the previous chapter and suggestion for teacher and students.

5.1 Conclusion

After doing the research and getting the result, the researcher concluded that there was a positive perception that was given by students who had made a vlog as a video reflection. It can be drawn from the result of the research. There were 8 answers that mostly agree and 2 answer mostly disagree.

It showed that vlog as video reflection was useful in learning process especially in merdeka curriculum. Teaching speaking by using vlogs as video reflection gave a contribution to the success of teaching speaking. In the conclusion, using vlog as a video refection to improve speaking ability in merdeka curriculum had given positive perception to students.

5.2 Suggestion

Based on the research that has been carried out there are several suggestions that can be submitted, as follows:

1. For students
 - a. The students should be confident when speaking as a video reflection in learning process with merdeka curriculum.
 - b. The students should improve their English especial for speaking ability through using many media.

2. For teacher

- a. The teacher should realize that the use of vlog as video reflection can be useful in learning process, especially in merdeka curriculum.
- b. The teacher should give more time and give chance to the students to practice especially for speaking.



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