

The Use of Small Group Vlog Video Project to Increase EFL Students Confidence in English Presentation

Joko Prayudha. S

Fakultas Keguruan dan Ilmu Pendidikan, Universitas
Bengkulu
e-mail : jokoprayudha@gmail.com

Penulis Korespondensi. Joko Prayudha.S, Fakultas
Keguruan dan Ilmu Pendidikan, Universitas Bengkulu,
e-mail : jokoprayudha@gmail.com

A B S T R A K

Objektif. Pembelajaran dengan memanfaatkan teknologi telah menjadi alternatif baik dalam pelaksanaan kegiatan belajar mengajar. Pengembangan aplikasi dan platform pembelajaran juga sudah secara masif bermunculan guna mendukung sebuah pembelajaran yang efektif, sehingga guru harus dapat memaksimalkan penggunaan teknologi tersebut agar bisa mengembangkan keterampilan berkomunikasi dan bahasa Inggris siswa dengan menerapkan metode pembelajaran yang menarik. Salah satu metode belajar yang dapat guru terapkan dalam mengintegrasikan teknologi ialah dengan meminta siswa untuk membuat proyek video vlog tentang kehidupan sehari-hari. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kegunaan metode proyek video vlog untuk meningkatkan rasa percaya diri siswa dalam presentasi menggunakan bahasa Inggris.

Material and Metode. Penelitian ini menggunakan metode kualitatif serta menggunakan pendekatan deskriptif untuk mengetahui kegunaan dan manfaat dalam menggunakan metode proyek video vlog untuk meningkatkan rasa percaya diri siswa dalam presentasi menggunakan bahasa Inggris. Data didapatkan melalui pengumpulan berbagai literatur yang berkaitan dengan penggunaan video vlog baik berupa jurnal, artikel dan buku. Selain itu, wawancara juga menjadi metode pengumpulan data yang dilakukan kepada tiga orang guru bahasa Inggris untuk mengetahui persepsi mereka dalam menerapkan metode video vlog. Data dianalisa melalui tiga tahap yakni, reduksi, data display dan kesimpulan.

Hasil. Pembelajaran bahasa Inggris dengan menggunakan metode proyek video vlog memberikan pengajaran yang berbeda jika dibandingkan pembelajaran biasa. Siswa menjadi lebih mandiri dalam membuat tugas yang berkaitan dengan tema bahasa Inggris yang dipelajari. Selain itu, dengan memanfaatkan video vlog siswa dapat meningkatkan kemampuan berbicara melalui praktik video yang mereka buat, pembelajaran menjadi lebih kreatif, siswa lebih aktif terlibat dalam percakapan dan memiliki hasil yang positif dalam pelaksanaan presentasi menggunakan bahasa Inggris. Diharapkan guru dapat lebih maksimal menggunakan metode ini untuk terus mendorong dan meningkatkan kemampuan berbahasa Inggris siswa.

Kesimpulan. Pemanfaatan teknologi dalam pembelajaran bahasa Inggris sudah menjadi sebuah keharusan yang harus diterapkan dalam pembelajaran, bukan hanya karena tuntutan zaman melainkan melihat adanya kelebihan-kelebihan dan keunggulan yang ditawarkan oleh teknologi itu untuk mendukung proses pembelajaran. Dengan demikian, penggunaan video vlog dalam pembelajaran dapat dimanfaatkan oleh guru dalam pengajaran bahasa Inggris karena memiliki kelebihan dan keunggulan yang dapat mendorong siswa meningkatkan rasa percaya diri mereka saat presentasi menggunakan bahasa Inggris.

Kata kunci :

Kelompok kecil, Vlog, Proyek video, Bahasa Inggris.

A B S T R A C T

Objective Learning by utilizing technology has become a good alternative in the implementation of teaching and learning activities. The development of learning applications and platforms has also emerged massively to support effective learning, so teachers must be able to maximize the use of this technology in order to develop students' communication and English skills by applying interesting learning methods. One of the learning methods that teachers can apply in integrating technology is by asking students to make a vlog video project about everyday life. Therefore, this study aims to determine the use of the video vlog project method to increase students' confidence in making presentations in English.

Materials and Methods. This study uses a qualitative method and uses a descriptive approach to determine the uses and benefits of using the video vlog project method to increase students' confidence in making presentations in English. Data was obtained through collecting various literature related to the use of video vlogs in the form of journals, articles and books. In addition, interviews were also used as a data collection method to three English teachers to find out their perceptions of applying the video vlog method. Data were analyzed through three stages namely, data reduction, data display and conclusion.

Results. Learning English using video vlog project method provides different teaching compared to ordinary learning. Students become more independent in making assignments related to the theme of the English language being studied. In addition, by utilizing video vlogs students can improve their speaking skills through video practice they make, learning becomes more creative, students are more actively involved in conversations and have positive results in carrying out presentations using English. It is hoped that teachers can use this method more optimally to continue to encourage and improve students' English proficiency.

Conclusion. The use of technology in learning English has become a necessity that must be applied in learning, not only because of the demands of the times but because of the advantages offered by the technology to support the learning process. Thus, the use of vlog video in learning can be utilized by teachers in teaching English because they have advantages that can encourage students to increase their confidence when presenting in English.

Keywords :

Small group, Vlog, Video Project, English.

1. INTRODUCTION

English is not just a subject that is only taught and studied at school. However, seeing how far the use of this language in international communication makes everyone at least understand the basic use of English. To be able to connect with each other globally, a good understanding of English is needed to avoid misunderstandings and miss conceptions. However, there are still problems that occur in practicing English skills, including students' lack of self-confidence (Prayudha & Pradana, 2023). The use of English, which requires every individual to be able to understand and pronounce it, is a competency that must be achieved immediately in order to at least be able to communicate internationally. Even though, in reality it is possible that we will not go abroad or will not meet foreign nationals, it is undeniable that English is in our daily life, for example, there are many advertisements that use English, on social media, the technology that we use every day. day or even along the way we can also find words or sentences using English. This is clear evidence that English has become a part of our daily lives even though consciously or unconsciously we sometimes also use English in our lives, for example just saying greetings like "*good morning*" or "*how are you?*" which we often say or hear from other people, so we should be able to master and use and understand English so that we avoid not knowing the meaning conveyed by someone or the instructions given. This does not mean not loving our own language, but rather a mastery competence that must be mastered so that we can understand an utterance or inter-global interaction. Meanwhile, English as a lingua franca plays a critical function in terms of information sharing and collecting for individuals who interact in other languages (Fitria, Uswatunnisa & Pattiasina, 2022).

In the practice of implementing English learning that occurs in many schools in Indonesia, it shows that students' mastery of English is still relatively low. There are still many students who have not been able to improve their mastery of English even though they have studied English from the elementary school level or some have even studied it since kindergarten. It is undeniable that English in practice is not a second language but the majority of Indonesians use English as a foreign language where the practice of implementing its pronunciation and use is very limited in the surrounding environment so that to support communication in English it is lacking, so there is an increase in mastery of English. which is not good. This kind of thing is actually a problem that has been going on for a long time which we know that there is no really effective solution to overcome it, but we as educators can at least do a stable teaching about improving English through good teaching strategies. English teachers in many schools, not only in Indonesia but in most parts of the world, always encourage students to be able to improve their ability to speak English (Liando et al., 2022), but still there is no strategy that can really make students one hundred percent able to master English to communicate. Meanwhile, the teacher as the main role in the class has skills and skills that can shape learning patterns in the class. The teacher can also direct and shape a teaching method based on student characteristics regarding learning styles, learning interests and student profiling so that in the implementation of learning the teacher can determine what learning style is appropriate to the conditions of students. In addition, the teacher can determine how the class should be directed by looking at the profiling or condition

of students so that the activities given to students can run well based on their potential and characteristics. However, what should be emphasized here is the role of the students themselves whether they want to change themselves with good English skills or not because what determines success in learning is the students themselves where a sense of will and self-awareness to be able to develop that potential is very important. . So, before carrying out a teaching the teacher needs to see and observe how the conditions and characteristics based on the skills and willingness of students in carrying out a lesson so that there is a sense of desire for students to continue to increase their willingness to develop English language skills.

In line with the development of information and communication technology where almost every student who lives in urban areas has a device as a communication tool that can actually be used not only as a means of communication and social media, teachers can guide and direct students in maximizing their use for learning English. Mufidah & Roifah (2020) said that the way of teaching in the past and now is very different where at this time learning is very much influenced by technological modernization. Judging from the characteristics of those who are used to using technology, teachers can take advantage of this learning opportunity by integrating the use of technology to learn English. The use of technology in language learning is not something that has just been implemented in the classroom, but the practice of using it is still being used today, coupled with the increasingly advanced technology and the advanced features provided by this technology, which makes it practical to use it. Teachers can implement learning by including learning activities using various learning platforms so that students can become more active or simply to encourage students to take part in the learning being carried out, so that through this use students can not only understand the teaching material provided but can improve their digital literacy skills as well. Regarding learning English that is carried out in the classroom there are still many students who have difficulty understanding and mastering English, one of the factors that hinders this ability is the lack of confidence of students to use English in communicating. Even though the teacher has carried out teaching and activities that can encourage students to feel more confident in communicating in English, in fact there are still many students who lack confidence in practicing pronouncing sentences in English. This may be one of the factors that makes them unable to master English so that in-depth analysis and observation is needed to deal with this problem. Taqwa & Sandi (2019) states that teachers who have the ability and knowledge about classroom management should be able to implement fun learning based on the potential and conditions of existing students. This is where the accuracy and intelligence of the teacher is needed in providing the right teaching activities. Teachers can take advantage of the use of technology in English classes, not only providing ordinary teaching, but judging from their character and condition, which is often referred to as the "technology generation", this opportunity must be put to good use to encourage students to be able to use and master English, especially in grow self-confidence.

Combining learning by utilizing the role of technology in the classroom as an effort to increase students' confidence in communicating in English can be applied by the teacher by making a vlog video project. Prayudha (2021) stated in his research that the use of video was very useful during online learning during a

pandemic. The use of video is very helpful for teachers in conveying material so that it becomes more effective and more easily accepted by students. In its application the teacher can divide students into small groups consisting of 4-5 people who will later jointly make a vlog video project about daily activities or habits that they often do. This method can be used to train students' speaking skills. Students will later carefully understand and use and explain the intent of the videos they make, so that their practice of using English can provide a good experience in making vlog videos. Many studies have been conducted relating to the use of video vlogs in learning English where students will work on projects together or independently regarding English assignments given by their teachers. According to the results of research conducted by Fidriani et. al. (2021) mentioned that there were significant differences in the speaking skills of students who were taught using video vlogs and those who did not use them. Thus, students will be required to be able to produce vlog videos of good quality so that they can be used as training and learning tools for other students to be motivated to do the same learning project. However, in reality there are still many students who have not optimized the use of video vlogs to increase their confidence in making presentations in English. Therefore, this research will try to find out and explore the use of vlog video projects to be able to increase students' confidence in carrying out presentations so that it is expected to encourage them to master and use English properly and correctly.

2. MATERIAL AND METHODOLOGY

This study uses a qualitative method in which the implementation and explanation of the data will be described based on findings that actually exist in the field. The approach used in this study is to use a descriptive approach. The descriptive approach was chosen because the researcher wanted to examine and describe the findings of the video vlog method in more depth. Cresswell (2013) added that a qualitative descriptive approach is used to find out social phenomena that occur in more depth. Sugiyono (2014) explained that qualitative descriptive methods can be used to see the situation or condition of the object being studied naturally without data manipulation and also in qualitative descriptive research, the researcher has a key role in conducting qualitative research.

Thus, qualitative research is used in order to obtain more detailed information without interference or manipulation of data regarding the object being studied through predetermined steps. Furthermore, data was obtained in two ways, namely first using literature study, namely looking for literature or material related to the object under study in the form of articles, journals, or books that match the criteria for the object being discussed. This literature search is based on the subject matter related to the object being studied. According Zed (2004) says that library research was carried out through the use of library materials and reference sources, meaning that in conducting research researchers did not have to go to the field, they only needed to look for materials related to the object of research and process the data with language in concluding it. So it can be concluded that the literature study approach is a method that is carried out by reviewing literature, materials and references by collecting books, scientific articles, written materials and references

that are relevant to the topic of research or research. Second, by using interviews. Interviews were used to add detailed information about teacher perceptions in implementing English learning using the video vlog project method. Interviews were conducted online with three English teachers using the WhatsApp video call application. Furthermore, after the data has been collected, the data is analyzed through three stages offered by Miles, M. B., Huberman, A. M., & Saldana (2013) namely data reduction, data display and conclusion.

3. RESULT AND DISCUSSION

The application of learning by integrating communication and information technology is one of the interesting things to support effective learning, so that it can encourage students to become more confident in improving their English language skills. In this study, the use of the vlog video project method to increase students' confidence in carrying out online presentations has been carried out by searching various literature references related to the use of vlog videos in learning English and carried out through interviews with five English teachers as their reflection. on the use of video vlogs in giving assignments to students. The research results can be presented as follows:

3.1 Literature Review

The data displayed is the result of a literature review originating from several journals, articles and books related to the use of vlog video projects in learning English. The description of the explanation is as follows:

3.1.1.1 Small group

Small group is a learning activity carried out by the teacher by dividing students into small study groups consisting of 4-5 students. Students in the group jointly seek solutions and solve problems related to the topics discussed. Small groups with small members guarantee that all participants can take part in activities and provide opportunities for all members to carry out and be actively involved in learning activities. Small groups will also provide a large space for each member to express themselves in getting things done. In learning English, small groups are often used as a means to exchange opinions, information and knowledge among group members. In addition, small groups can be used as a place to practice conversations with one another, where a small number will make students' focus better when compared to being in a big group. By forming and dividing students into small groups the teacher can emphasize students' attention in the given English learning activities, besides that students will become more active because they have the same opportunity to talk about sharing experiences, knowledge and information with their group mates so that they practice students' speaking while in the small group will increase. Furthermore, due to the small number of members, it is likely that they are more daring to express and speak in English. There are no significant disturbances that will come if they are only put into a small group so that the fear, lack of confidence they experience will be minimized by the circumstances they face. Thus, small groups will provide space for students to express their opinions and knowledge in using English.

3.1.1.2 Project Based Learning

Project-based learning is a learning method in which students carry out a learning activity by being given a learning problem and the final output is to produce a product. Project-based learning is carried out by students by paying attention to the steps of activities related to the tasks they get. The teacher must first give the correct instructions so that students can do the assignments related to making videos. Ersan et al. (2022) stated that video vlogs are one of the assignments based on projects that can be applied in language classes. Conducting learning by carrying out hands-on practice will train students to continue to improve the expected abilities, especially in learning English which can be said that there needs to be repeated practice so that communication skills and mastery of English can continue to develop properly, so this video-based learning highly recommended . Teachers can form students based on small groups and then determine what kind of video projects are expected of students (Faiza et al., 2022). At this time the English teacher must be able to ensure that the projects created by students can be carried out and carried out by students properly without giving obstacles that are so formidable that students do not experience difficulties in working on them. The assignments given should also be adapted to the conditions and abilities of students so as to avoid carrying out tasks that cannot be reached by students. The teacher must also ensure that the assignments carried out by students must meet the elements of good accessibility so that in the process they do not experience significant obstacles.

When giving project assignments, what the teacher needs to emphasize is what kind of output is expected from students, then how to develop it must also be clearly explained so that students have a clear direction in making a project. The teacher must also be able to provide an understanding of what kind of theme they will work on so that the context they arrange is not outside the boundaries of learning. Project-based learning in this study was carried out when the teacher divided students into small learning groups where each member of the group would work together to overcome problems that became a concern in learning. Collaboration is a skill that is emphasized in the 21st century where students are required to have the knowledge and skills to be able to solve problems together or what is commonly called collaboration. Learning English by applying project-based learning can be done by English teachers in a variety of ways, for example, by instructing students to compose, create stories, podcasts or make learning videos. Teachers must be able to make projects that can improve students' abilities and expertise related to improving communication in English. This study examines the use of learning English by implementing video vlog projects related to students' daily activities or habits. Therefore, the mastery and knowledge of the implementation procedure can be given clearly by the teacher to his students.

3.1.1.3 Vlog Video

Video vlogs are videos that are usually recorded personally about activities or daily activities or explaining a habit that is usually done. The activity of making

vlog videos has actually become a trend that is used in many places and introduced by many influencers and YouTubers about their daily lives. According to Arsyad et al. (2021) The use of vlogs is familiar to millennial learners, easy to use, and makes students feel free to express themselves and ideas. Video vlogs are also the most watched spectacle by users of social media such as Youtube, Instagram and so on because they offer advantages and can directly find out the life patterns of the characters in the video, so many internet users often imitate what they see in video vlogs. Video vlogs themselves can be structured properly to create content that is interesting to watch, but there are also video vlogs that are recorded and made carelessly because it really gives the impression of what it is. In learning, actually the use of video is not a new thing. There have been many researchers who have implemented and studied the use of video in order to provide opportunities for students to improve their abilities in learning. In fact, many teachers use video as additional material in class. This shows that the use of video in the classroom is a good alternative that teachers can use to provide additional material so that students can more easily understand the material provided. Prayudha & Malik (2021) revealed that sometimes learning by utilizing video in learning provides its own challenges, but if the teacher can determine how the learning procedure is interesting then good communication effectiveness will be created with students. In addition, material in the form of videos usually has a creative and innovative appearance so that it gives a pleasant impression for students to see.

Furthermore, it is not only videos that are simply downloaded from various sources that can encourage students to improve their learning abilities, but making videos about themselves also provides an opportunity for students to be able to improve their communication skills using English. The existence of learning by utilizing video vlogs provides an opportunity for students to practice their use of English into learning content that they can hone throughout the day. Students can practice speaking including presentations, discussions or explaining something using English so that students will directly and indirectly get a positive impact in increasing their self-confidence when making vlog videos in English. Thus, it is necessary for teachers to provide independent practice to students in communicating in English so that they know their strengths and weaknesses as a form of self-evaluation of the video products they make.

3.1.1.4 English Presentation Skill

English is the most widely spoken international language and the most widely studied worldwide. Not just a subject at school, but we often see and find words or sentences in English in our daily lives, so like it or not we must have the knowledge and ability to understand English. In English there are four skills that must be learned in general, namely listening skills, speaking skills, reading skills and writing skills. These four skills must be mastered so that someone is able to become someone who understands using English. In the implementation in schools in Indonesia, English is used as a subject starting from the elementary level up to tertiary institutions. Learning English also requires continuous accuracy and habituation so that the practice of its implementation does not

decrease. Besides that, the four basic language skills that must be mastered are also necessary for students to be able to have presentation competence in English. Presentation competence is a skill in conveying material or explaining something in a structured way so that it can convey the intent and purpose of what is conveyed. In English it is necessary to train students on how to convey a matter related to precise and structured steps. Teachers can train students' speaking skills while training students' presentation skills. The teacher requires students to design material that will be delivered through stages that have been prepared in detail so that students can become professional explainers.

However, there are still several obstacles that must be resolved by the teacher in providing teaching in the form of presentations, where there are still many students who are not fluent in using English, lack of motivation to increase vocabulary in English and the most important thing is the mentality in conveying the material provided in English (Prayudha, 2022). The problem of lack of confidence is the most crucial in presentation practice using English. There are still many students who are afraid to appear in front of the class by presenting material explanations. Therefore, providing training and encouragement on the importance of improving their speaking and presentation skills is the key to improving their English skills. English presentation skills will also form students who dare to appear and speak well so that teachers are advised to give presentation assignments regularly so that students can train and evaluate themselves. Thus, it is important for students to be able to have good competence in presenting a structured and neat explanation of material with confidence so that when they speak English there is no room to deny their abilities.

3.1.1.5 The Advantages of Video Vlog Project

Almost every learning method through activities that can improve students' knowledge abilities has a good impact on the achievement of learning abilities, especially on how they can maximize the use of these methods to encourage learning motivation. In using the video vlog project, students are given the task of making all vlog videos based on small groups that have been arranged during language learning classes. This small group will work together on assignments in the form of making videos based on themes or material related to their daily life, events, or habits. A lot of video content on social media can be used as an example of project-based video learning and students can make it as good and creative as possible, for example using the Tiktok application (Prayudha, 2021). Making this assignment will require students to share their ideas and creativity in producing video products that match the concepts they define. Students work together to determine what kind of video concept they will develop through the deliberation process they carry out. This collaboration will train students to be able to share ideas, respect differences and decisions and be able to apply mutual trust so that they can develop the competencies needed in the 21st century, namely collaboration. Apart from that, learning by emphasizing video-making activities also has a positive impact on the use of communication and information technology where at the time of technological developments like

this students do not just understand the material provided by the teacher (Prayudha, 2022), but also must be able to master the use of technology in supporting daily activities. Moreover, the current participants are a generation that is literate in technology so that learning with an emphasis on making projects is very useful to encourage their skills in developing knowledge and understanding. Therefore, learning by providing projects will provide opportunities and challenges that students must work on to become individuals who are ready to face the future.

The advantages and benefits that students and teachers can experience if they use video vlog project learning include; 1). Better mastery of technology, 2). The learning atmosphere becomes more creative and active, 3). Train student independence, 4). Students are given their own authority to develop their abilities and knowledge, 5). Practice and evaluation that can be done directly by students, 6). Train cooperation and mutual respect for differences, 7). Increase interest and curiosity about the project to be carried out, 8). Practicing self-confidence, 9). Can be witnessed by many spectators/students related to the products they make, and 10). Students will be more motivated to increase their motivation to learn English. The advantages given in learning by implementing a vlog video project will make students more enthusiastic about improving their English skills, this should be the focus of the teacher to provide excellent instructions so that students understand what they have to do so that there are no gaps or difficulties which is so meaningful when they do the assignments given by their teacher. Seeing what is offered by the learning above, the teacher can start from now on determining learning based on the conditions experienced by students starting from learning styles, learning interests and mastery of technology so that learning is in accordance with the wishes and times they are experiencing. Afrilliani et al. (2020) added that using video vlogs can encourage students to improve their English skills.

3.2 Interview Result

In obtaining more detailed information about the advantages of using the video vlog project, the researcher used interviews with three English teachers who provided teaching using project based learning in the form of making videos, while the interviews consisted of five basic questions regarding the use of learning using project based learning videos. and the results of the interviews can be explained as follows:

Teacher 1:

"Learning English using the project-based learning method provides opportunities for students to be able to learn more independently. Students will independently carry out and work on assignments through making videos according to the themes they get. During the lesson, I saw that they were very enthusiastic about doing assignments via video. In addition, many students are not just working on videos but they are also slowly practicing how to speak independently and provide individual opportunities for expression as best they can. As a

result, many students dare to work on and present themselves in videos using English and I believe their level of confidence is different when learning and using English in class by speaking and presenting through the videos they make."

Teacher 2:

"So far students really like learning English by implementing assignments using videos. Students feel more challenged in doing it and by giving assignments like this can increase their cooperation skills in determining concepts and solving problems. In addition, many students independently and in groups display excellent English communication performance in working on videos in English. This was proven when they were asked about the material they made in the video. They enthusiastically participated in learning by answering or asking questions in English. Their level of self-confidence also increases, especially if they are asked to explain something and they confidently answer it very well. I think this learning method provides a good opportunity to be applied in English class practice.

Teacher 3:

"Learning by applying video vlog making is an innovation for teachers to determine learning independently for students. Students will create learning videos based on the themes they get then turn them into interesting learning concepts using a video vlog. The teacher only gives instructions and suggestions on how students make a learning product related to English videos. I see how students can develop their creative ideas in conveying material in the form of. Then, students can also practice by maximizing the existing features in video-making technology. There are also students who display videos with interesting features and filters so that learning is more enjoyable. In mastering English, students appear to be more courageous in conveying their statements and opinions with confidence. It can be seen from the content that they create as if it is not a demanding task but a good learning work. I think this is one of the most important alternatives to encourage students to be more confident in mastering their English skills."

From the conclusions of the interview results above, it shows that the use of the video vlog project method provides an independent learning for students to determine what kind of learning concept they want. In addition, this learning also provides an opportunity for all students to be actively involved in the use of English, where each participant has the same opportunity to express and explain a material that he wants to convey, especially in providing an explanation in the form of a presentation of a material being carried out. Systematically, students will consciously train themselves to speak and present a structured explanation.

This is in accordance with research conducted by Zubaidi et al. (2021) which states that learning English using a vlog video project can successfully improve five important aspects of speaking skills, namely pronunciation, grammar, fluency, vocabularies and comprehension. Then, a similar opinion was conveyed by Kurniawan et al. (2022) in his research stated that the use of vlog media in teaching speaking is very good and interesting can encourage students to practice their language skills in using English. Thus it can be concluded that learning English by utilizing communication and information technology in this case project-based learning where students are asked to make video vlogs can provide encouragement, motivation and opportunities for students to develop their English skills well and certainly can increase the confidence in communication.

4. CONCLUSION

English is not just a subject that is only studied in school but a subject that must be understood and mastered as a global language of communication. Almost most of the people on this earth use English as a unifying language among nations, therefore learning English is a must for anyone to do in order to connect with the community and the international community. However, in learning there are still very many deficiencies and not optimal teaching and English skills obtained by students, even though the teacher has tried his best to provide English teaching, the results obtained are still unsatisfactory. Here, in the midst of advances in communication and information technology, teachers should be able to use it as a means and medium for teaching good English. Teachers can take advantage of technology that students often use in their daily lives to help them master English. Teachers must be more creative and innovative in using existing technology to encourage students to continue learning and practicing the use of English as an international language. The teacher's role in shaping quality teaching and having an understanding of the characteristics of students can change their perceptions in teaching. Teachers can use technology in vlog video creation projects to encourage students to be able to use English, or at least build students' confidence in communicating in English. With the advantages of the features offered from making vlog videos and by looking at the advantages that exist in the video vlog method, it is expected that teachers can continue to increase students' confidence in communicating in English. As a result, the use of the video vlog project method can be adapted to the characteristics and conditions of students who are currently a technology-savvy generation so that there are no significant difficulties in using it so that the use of the method can provide a new atmosphere for students to participate actively and increase their sense of belonging their confidence when giving presentations in English.

REFERENCES

- Afrilliani, G., Sajidin., Darmalaksana, W., & Mulyana, A. (2020). The use of vlog to improve students speaking skills: An Indonesian case. *Beltic Journal*, 17(2), 531–539. <https://doi.org/10.5220/0008220705310539>
- Arsyad, L., Akhmad, E., & Bayan, F. Al. (2021). Vlog as alternative media in teaching speaking for millennial learners. *4rd English Language and Literature International Conference (ELLiC)*, 4, 48–56.
- Fitria, N., T., Uswatunnisa & Pattiasina, P., J. (2022). Non-Efl students's experience of speaking English: A project based learning in making video. *AL-MUDDARIS: Journal of education*, 5(1), 13-29. <https://doi.org/10.32478/al-mudarris.v>
- Cresswell. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publication.
- Ersan, M., Kurnia, F. D., & Fadilah, E. (2022). Improving students speaking ability using vlog media at SMK negeri 1 Arjasa. *Budapest International Research and Critics Institute (BIRCI-Journal)*, 5646–5656. <https://doi.org/10.33258/birci.v5i1.4271>
- Faiza, D., Bestari, A. C. Y., & Mayekti, M. H. (2022). Students perception of vlog as a self-learning media in speaking. *Surakarta English and Literature Journal*, 5(2), 90–104. <https://doi.org/10.52429/selju.v5i2.7>
- Joko Prayudha, S. (2022). High school English teacher online teaching in rural place: Practices and strategies. *Jurnal of English Development Vol*, 2(02), 10–20.
- Kurniawan, A., Wulandari, T., & Giofanny, A. V. (2022). *The effect of vlog media on speaking skills for the elt students during the outbreak covid 19 pandemics*. 10(2). <https://doi.org/10.25273/etj.v10i2.14739>
- Liando, N. V. F., Lasut, S. F., & Rombepajung, P. (2022). Students perception on the use of vlog as learning media for Ef speaking skill. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 1. <https://doi.org/10.31000/globish.v11i1.5107>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Sage Publications Incorporated. <https://doi.org/https://doi.org/10.1080/10572252.2015.975966>
- Mufidah, Z., & Roifah, M. (2020). *Prosodi: Junral Ilmu Bahasa Dan Sastra*, 14(1), 45–56. <https://journal.trunojoyo.ac.id/prosodi/article/view/7193/4454>
- Fidriani, Prastikawati & Adi. (2021). Video vlog as teaching media in improving the students' speaking ability in procedure text. *Journal of English education and*

linguistics, 2(2), 37–49.

Prayudha, J. (2022). EFL students' perception on the use of social media platforms as learning tools. *JETLi: Journal of English Teaching and Linguistics*, 3(1), 1–9. <https://doi.org/10.55616/jetli.v3i1.226>

Prayudha, J. (2021). Utilizing tiktok app to attract EFL learners interested in learning English: Students' perspectives. *ICLLE: International Conference On Language, Linguistics, Literature and Education*, 84–91.

Prayudha, J., & Malik, A. A. (2021). Efektivitas komunikasi terhadap proses belajar dalam pembelajaran online. *DAWUH: Islamic Communication Journal*, 2(1), 33–40.

Prayudha S., J. (2021). Video based learning as a media for teaching English during pandemic covid-19. *Journal of Language Intelligence and Culture*, 2(1), 1–11. <https://doi.org/10.35719/jlic.v2i1.53>

S, J. P., & Pradana, A. (2023). An analysis of Students' difficulties in English conversation practice. *Journal corner of education, linguistic and literature*, 2(3), 215–222.

Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Alfabeta.

Taqwa, A., & Sandi, V. N. (2019). Students' experiences of using vlog to learn English. *Journal of Foreign Language Teaching and Learning*, 4(1), 1–13. <https://doi.org/10.18196/ftl.4134>

Zed, M. (2004). *Metode Penelitian Kepustakaan*. Yayasan Obor Indonesia.

Zubaidi, Z., Suharto, R. P., & Rahayu, E. L. (2021). Improving students' speaking skill through students vlog project as PBL output on online speaking class. *Briliant: Jurnal Riset Dan Konseptual*, 6(4), 764. <https://doi.org/10.28926/briliant.v6i4.757>