THE USE OF VLOG IN ENGLISH CLASS: A CASE STUDY AT MTs. AL FATICH TAMBAK OSOWILANGON SURABAYA

THESIS

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By

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ABSTRACT

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Keyword: The use of Vlog, teaching media, case study

Vlog stands for video blog which is usually uploaded on YouTube. The purpose of this research is to investigate the teachers' strategy in using the vlog in teaching learning process at MTs. Al Fatich. Moreover, the researcher wants to know the difficulties in using vlog as media in teaching learning and student's response when the teacher uses vlog. The researcher applied descriptive qualitative to obtain the result. The data were collected through observation and interview. Furthermore, this study discuss about difficulties that faced by the teacher and student responses. The finding shows that the teacher used task based learning for all classes IX (A,B,C,D). It is stated with introduction, task, process, evaluation, and conclusion. For the difficulties are facility of the school, maintenance and troubleshooting, and for checking student's response and understanding the teacher use choral responding method. This study is in line with the previous study which stated that using video is interesting for the students.

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ABSTRAK

Wahyuningtiyas, Annisa (2019). *The use of vlog in English Class: Acase study at MTs. Al Fatich Tambak Osowilangon Surabaya.* A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel, Surabaya. Advisors:Rakhmawati, M.Pd and Rizka Safriyani, M.Pd

kunci : Penggunaan vlog, media pembelajaran, studi kasus

Vlog adalah kependekan dari blog video yang biasanya diunggah di YouTube. Tujuan dari penelitian ini adalah untuk menyelidiki strategi guru dalam menggunakan vlog dalam proses belajar mengajar di MTs. Al Fatich. Selain itu, peneliti ingin mengetahui kesulitan dalam menggunakan vlog sebagai media dalam pembelajaran dan respon siswa ketika guru menggunakan vlog. Peneliti menggunakan deskriptif kualitatif untuk memperoleh hasilnya. Data dikumpulkan melalui observasi dan wawancara. Selanjutnya, penelitian ini membahas tentang kesulitan yang dihadapi guru dan respon siswa. Temuan menunjukkan bahwa guru menggunakan pembelajaran berbasis tugas untuk semua kelas IX (A, B, C, D). Hal ini dinyatakan dengan 1. Pendahuluan 2. Tugas 3. Proses 4. Evaluasi 5. Kesimpulan. Untuk kesulitannya adalah fasilitas sekolah, pemeliharaan dan pemecahan masalah, dan untuk memeriksa respons dan pemahaman siswa, guru menggunakan metode respons paduan suara. Penelitian ini sejalan dengan penelitian sebelumnya yang menyatakan bahwa menggunakan video itu menarik bagi siswa

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In the name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah And Shalawat is also sent to Prophet Muhammad Shallalluhu ‘alaihi wa sallam who had delivered the truth to human beings in general and Muslim in Particular.

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CHAPTER I
INTRODUCTION

This chapter presents the background of the study that describes the reason why the researcher conducts the study. It also states the research questions, the objective of the study, the scope and limitation of the study and significance of this study is also presented.

A. Background Of Study

The development of digital technology is increasing rapidly. In this era, people generally have a new lifestyle which is cannot be separated from all electronic devices because most of the people's activities are supported by technology. Technology is a tool that can help what people needs. For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information.[1] The power of technology has a big impact in this era. One of the important roles of technology is bringing civilization into the digital era. The digital age has brought a variety of good changes, in reality, much have we know about learning, communicating, creating knowledge and sharing remind valid in face of connected digital technologies. So, in digital era all the task and job can be access in everywhere and every time.

Nowadays, People have been facilitated in carrying out access to information in many ways, and being able to enjoy facilities

[1]Abdulrahman Almurashi, Wael. "The effective use of youtube videos for teaching english language in classrooms as supplementary material at taibah university in alula" .Vol.4, No.3, April 2016. .32

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from digital technology is also used in the world of education. Recognizing this, digital technology can support effectively specially in teaching, meaningful and authentic learning[2]. So, the digital media has a great impact in many sectors. Education is one of them. When the technology collaborates with education, there will be many advantages to it.

Education is one field that cannot avoid the effects of technological developments. Global demands education field to adopt technological developments to efforts and also to improve the quality of education, especially the using of information and communication technology in the learning process[3]. So, teachers should be able to utilize the development of technology to develop the learning media. In fact, teachers does not utilize in the development of existing technologies. Supposedly, teachers are able to utilize existing technologies in the school to develop the existing learning media in the school examples, such as the Personal Computer (PC) that already exists.

English teachers are expected to adopt a new view of their roles and professional development in the rapidly changing modern society. It is needed to explore particular skills required for information and communications technology (ICT) to enhance language learning. The use of ICT as a teaching tool emphasizes obtaining, analyzing and organizing information, by this way giving chance students to get in touch with different kinds of media. Integration of ICT necessitates on the use of different ICT's

[2] Angela Mcfarlane, *Authentic Learning for Digital Generation* (Routledge, 2015), 09.

[3] Ronny Yudhi, *"Pemanfaatan Vlog Sebagai Media Pembelajaran Teritegrasi Teknologi Informasi" (*Universitas Sultan Ageng Tirtayasa,2017)

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in each skill, the types of ICT applications to be used, planning the favorite activities, managing problems arising from the activities planned, and so on. Information and Communication Technologies (ICT) can be regarded as a new model of teaching and learning[4]. It helps the student to be more creative, independent to do the activity given by the teacher. So, the teacher can use many media to improve students' ability by technology.

Learning media is one of the tool that facilitate the teacher in teaching learning activities for presenting material to students. In addition, the presence of media learning can help students to prepare and accept the material because it can be used with their students at home. Learning media must be packaged as best and as interesting as possible in order to students feel comfortable to follow learning at school.Therefore, teachers must have sufficient knowledge and understanding about the technology that exists right now to develop the learning media and the teacher being the creators and facilitators in the learning process to change and change and develop innovatively and creatively[5]. That such as the basic skill for teacher nowadays, Being able to operate or use technology is one of the ability that the teacher should have in order to develop the media that use technology in learning.

Learning activities in the classroom have an important role in successful learner. The advancement in technology today has contributed

[4]Dilek Çakici, "The use of ICT in teaching English as a foreign language" : Participatory Educational Research (PER) *Special Issue* IV, November 2016, 73

[5]Ronny Yudhi, "*Pemanfaatan Vlog Sebagai Media Pembelajaran Teritegrasi Teknologi Informasi" (*Universitas Sultan Ageng Tirtayasa,2017)

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a lot to various things including in order improving the effectiveness of learning English.[6] So that's why to support and facilitate learning English, the teacher uses a media learning in which not only the learning material but there is some attraction and liveliness for students to upload video from YouTube shaped materials and practice the material that has been given by the teacher. By that way, the student can be better in understanding the material because they are learning by doing.

Vlog is a video which is uploaded in YouTube and it made as attractive as possible containing material in learning. Specifically, the material that taught by the teacher can facilitate the students in learning anywhere and anytime. This learning Media (vlog) is intended, so that the students can upload or view online material to be delivered, so the students can actively to seek out and practice the material given, other than that, it is aiming to guide students by following the flow of the times in which the level of technological developments increasingly growing, vlog (video blogging) also can follow curriculum 2013. So, using vlog is flexible cause the teacher can relate the material with the video that support the learning process.

The previous researches that have been conducted by Dewi Kurniawati, In this research,the writer analyzed the use of YouTube videos compare with use a textbook that is grammar book in teaching English Grammar that facing the students who have a positive attitude have higher achievement. The research was conducted at the English Education Program in Lampung in 2012. The population was all of the first semester students of English Education Program. Different with this study, the author

[6] Sulasih, "Pembelajaran Bahasa Inggris Melalui Multimedia" , Vol. 2 No. 4, Desember 2017, 204

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will do the research at school that the teacher used a vlog as media in the teaching-learning process, then this study also to investigate how the teacher's strategy using vlog as media in teaching English language. The goal is to produce an assignment using vlog. In this research, the subject who analyzed in this research is the teacher of MTs. Al Fatich who has been used Vlog as learning media.

Another previous research from Reka Darmawan, entitled "The Development Of Vlogging As Learning Media To Improve Student's Learning Enthusiasm In Class XII On Myob Manufacture (Debit Card) Material Vocational High School (SMK) N 2 Purworejo**"** This research aims to Develop Educational Vlogging for class XII, examine the feasibility Vlogging as learning media, and to know students' enthusiasm improvement before and after using Vlogging Detective. The similarity of this research is using vlog as media while in this study is using vlog for procedural text. So, this research is new research that analyzed the case study of using vlog by the English teacher in MTs. Al fatich Tambak Osowilangun Surabaya.

The research took in MTs. Al Fatich located between two cities that are Gresik and Surabaya but the school is far from those main cities. The facilities of this school also still less. So, the above description encourages the researcher to analyze how the teacher uses vlog as media in the teaching-learning process at MTs. Al Fatich Tambak Osowilangun.

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B. Research Question

To relate the background of the research previously outlined above, the research formulated as these following questions.

1. How does the teacher of MTs. Al Fatich Tambak Osowilangun use vlog as learning media in the class?
2. What are the difficulties faced by the teacher when using vlog as learning media at MTs. Al Fatich Tambak Osowilangun?
3. What are the student's responses to study English using vlog?

C. Research Objective

Related to the research questions stated above, the objective of the study are:

1. to identify how the teacher uses Vlog as learning media in teaching
2. to identifythe difficulties faced by the teacher when using vlog as learning media at MTs. Al Fatich Tambak Osowilangun
3. To identify how the student's response to study English using vlog.

D. Significant of The Research

The researcher expects that the result of this research can be shared as a contribution to education for these following people.

1. Theoretically
   a. For further researcher
   The researcher will have a handle on the future as a teacher or learning media makers who have skills in developing and using media learning.
   b. For other interns
   This research will help other interns reference and information that Vlog is one of the effective media for learning

2. Practically
   a. For the school

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This research will give reference based on the research has been conducted.

b. For other teacher
To gives the insight to use vlog as one of the media that can support the teaching-learning process and can be implemented in the classroom as media learning.

E. Scope and Limitation

This study focuses on the how the teacher uses vlog as media in teaching and learning process. There are three focuses that analyzed in this research: how the teacher use vlog, what is the teacher's difficulties and how the student response to study using vlog. The material that used as media is using procedure text, expression attention, and expression of admiration that shown the video in the learning process and in the end of the lesson the teacher asks the student to make a vlog in a group. The researcher only focuses on one English teacher at MTs. Al Fatich Tambak Osowilangon who uses Vlog in that school. The students here are taken from the IX grade. There are four classes that taught by the teacher using vlog, those are IX (A,B,C,D). The researcher did observation and interviewed the teacher and the student to get the information about how is the response of the student that use vlog in the learning process, was vlog make them more active or can make them be enthusiasm in learning process.

F. Definition of Key Terms

Key termis a list of definitions for term and concept that has significant meaning, especially in this study. There are some key terms will be often found in this study. To avoid misunderstanding, the researcher wants to clarify the meaning briefly. As presented below:

1. Vlog

Vlog stands for video blog which

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is usually uploaded on YouTube. Generally, it contains about reviews, experiences, or even video about the campaign. According to Musfiqon, using technology for learning is one of the most effective ways and also efficient media, it has been proven for enhancing the student learning out comes[7]. The teacher can also ask the students for doing their assignments use vlog. It can be beneficial for the student to help them improving their English ability.

In this research, the teacher the used vlog for media in English teaching learning. As commonly known, the use of Vlog in the classrooms considered as an effective way in teaching process since it can attract students' interest in order to gain the knowledge

2. English Class

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning[8] and Learning is lasting change in behavior, or the capacity to behave in a certain way, resulting from practice or other forms of experience[9]. So, English Teaching learning process is a process containing English Lesson which conducted by teachers and students that takes place in an educational situation in order to achieve certain goals.

In this research, English Teaching Learning is the subject that analyzed such the condition of learning process, the strategy that is used by the teacher to teach English and the

[7]Musfiqon. *Pengembangan Media dan Sumber Media Pembelajaran.* Jakarta: PT. Prestasi Pustakaraya.2012

[8] H. Douglas Brown, *Principles of Language Learning and Teaching.*Fourth Edition. (New York: Addison Wesley Longman 2000), 88

[9] H. Dale Schunk, *Learning Theories an Educational Perspective*. (Pustaka Pelajar Yogyakarta,2012) , 56

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result of learning in order to achieve the goal of English curriculum.

3. Student Response

Students response become one of the important things in teaching and learning activity where the students are conducting learning to reach the objective of the lesson given. To make an active class, it must be prepared. By having active class it will improve student's responses in learning. Establish student responses as student polls that develop in the classroom to create interesting and inviting learning environments that will maximize active learning. In this case, students must have involvement in the teaching and learning process. Learning Student responses are important for all academic subjects, especially those required for English classes.

In this research, student response is a reaction that is given by the student whiles the teacher using vlog as media in English class.

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about some theories and previous studies that will support this research. It deals with the theories related to teaching media using vlog, difficulties using vlog, and students' responses using vlog as media in learning.

A. Theoretical Background

1. Definition of Teaching Media

The contemporary curriculum guides teachers to facilitate the development of adaptable and flexible learners who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration skills and be able to work together with many different types of people, each of whom have their own special disciplines and unique ways of learning and working together. [10] The skill that they have will help them to develop their ability especially in learning process. By skill the student can create many idea to do their task become more creative.

Teaching aids are useful tools that can help the learning process to be more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present

[10] J. eady, michelle, "Tools for learning: technology and teaching strategies", Deputy Vice-Chancellor (Academic) 2013, 6

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and manipulate language and to involve students in the activities.[11] Before beginning the lesson, teaching aids are used to stimulate the students' critical thinking. So, the teacher can build students' critical thinking by media that they used in teaching process. The media that attract the student such as: objects, picture, cards, and still many more.

Media in the classroom are suitable for discussing ideas, making subjects difficult to understand, and for discussing important ideas. An effective instruction builds a bridge between student knowledge and learning objectives. Use media that engage students, motivate interest in the subject matter, and understand the relevance of many concepts

Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment.

As facilitators, teachers should know many ways to direct information. They must be aware of a variety of material available for improving students' language skill, not just one or two texts. The teacher must know how to teach material effectively, especially using media in teaching learning process. Besides that, teachers as facilitators have to be able to respond to the needs that students have.

Therefore, the teacher should obtain some basic skills which include: word operating and editing, electronic communication, simple internet front-page making, web resources searching, reorganizing and reusing, e-exercising and e-testing, and etc. Only with these concepts and skills, that will be good if the teacher take advantage of

[11]Jeremy Harmer, The Practice of Language Teaching, (Cambridge: Ashford Colour Press, 2007), 177.

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the new era of digital practice.

According to Michelle J. Eady, there are some steps to teach or delivering material which using technology. Those are:

a. Introduction: introducing the student about material that will be learnt
b. Task : a step that directed by the teacher that ask the student to do some activity in learning
c. Process : the step of teaching learning process that make the student will accomplish the task
d. Evaluation : Provides a rubric to indicate how students' performance will be assessed
e. Conclusions: Summarizes what students will have covered and learned.[12]

So, those are the step in teaching learning use media, if the teacher can apply these steps when using technology media in teaching learning process in order to maximizing the used of media itself.

2. Criteria in Choosing Teaching Media

The selection of teaching media or material is an integral part of curriculum planning and delivery in schools. Effective learning requires good planning. Media which will be used in the learning process also requires good planning. Therefore the learning media criteria become a very important part of learning.

According to Sudjana and Rivai in choosing media for the importance of learning should use the following media: Its accuracy with the learning objectives. It means the media

[12] J. eady, michelle, "Tools for learning: technology and teaching strategies", Deputy Vice-Chancellor (Academic) 2013, 9-10

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are chosen on the basis of established instructional objectives, support for content material learning. It means that teaching materials need the media that make the student become easily understand the material about and can apply it, the media is easy obtained, teacher skills in using it: the main requirement is teacher can use the media that they will use it, available time to use it: media it can be useful for students during teaching, suitable with the students' level of thinking: choosing media for education and learning must be in suitable with the level of students' critical thinking. So they can response the media well.[13]Those are the criteria of media in teaching that should be considered by the teacher before applying the media in learning process. By following those criteria in choosing media it can make the teacher being well prepared in delivering the lesson.

3. The Functions and Benefits of Teaching Learning Media

In the learning process, there are two very important elements, namely, teaching methods and learning media. The selection of one particular teaching method will be influenced the types of media that the appropriate teaching, although there is still another aspect that must be considered in choosing media, namely instructional objectives, types of assignments, and the expected response of students to master after the teaching and learning context includes the characteristics of the students. Nevertheless, it can be said that one of the main functions of media learning is a teaching tool that also affects the condition

[13]Sudjana, Nana and Ahmad Rivai, "*Media Pengajaran*". Bandung: Sinar Baru Algesindo. 2002, 55

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of learning environments that are styled and created the teacher.

Oemar Hamalik cited by Azhar Arsyad says that the use of the Media in the process of teaching and learning can evoke the desire and interests of the new, generating enthusiasm and stimulus learning activities, and can bring the psychological influence of the students[14]. Learning media use on the stage of the orientation of teaching will help greatly the effectiveness of the learning process at that time, as well as being able to arouse enthusiasm and enthusiasm of the students. Learning media can also help students improve understanding, presenting interesting and reliable data, facilitate the interpretation, and get information.

The benefits of the use of the media in the process of learning have been reinforced by the existence of research. Kemp and Dayton and Arsyad Azhar suggest some of the results of research that shows the positive impact of the use of the media as the main way of teaching directly include:Supporting deliver lessons, teaching can be more interesting, learning to be more active with applied learning theory and principles of psychology received in regards to the participation of students, feedback, and reinforcement, the necessary teaching time can be shortened as most media requires only a short time to deliver messages and content in a number of significant and likely can be absorbed by the students, the quality of the student learning outcomes can be improved if the learning media can communicate the

[14]Azhar Arsyad. *Learning Media*. (Jakarta: PT Raja Grafindo Persada 2008), 78

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elements of knowledge in ways that are organized with good, specific and clear, learning can be given where and whenever desired or necessary particularly if the lesson is designed for media use individually, positive attitude students against what they learn and the learning process can be improved, the role of the teacher can turn toward more positive[15]

Medias are useful in the process of language teaching. Heinich and friend claim instructional media as medium that is used in instruction to deliver material to the student[16]. The media include film, television, radio, audio recording, and photograph. According to Young and Smith therefore, it makes sense to consider the variety of uses as they illustrate best practices. Sane stated that video is the technology to capture, record, and process, transmit and rearrange the moving picture also video can use for tutorials, videos for learning, and even videos for entertainment or for documentation of activities[17]. The video attract the student attention to be more focus on the material that the teacher gives.

4. Types and Characteristic of Learning Media

Media or materials as a source are a component of the system, besides the instructional messages, background techniques or equipment. Media or materials are like software contains messages or educational information

[15]Azhar Arsyad, Media.... 89

[16]Heinich, Mollenda, and Russell, Instructional Media and the New Technologies of Instruction 2nd Ed., (Canada: John Wiley & Sons, Inc., 1982), 7

[17] Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "Using Media in Teaching". In John Gultig (Ed.). (South Africa: South African Institute for Distance Education, 2010)

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that is usually served with the use of the equipment. Equipment or (hardware) is a means to be able to display the message contained on such material. The inclusion of various influences in the world of education as the science, behavior (behaviorism), communication, and the rate of development of electronic technology, the media in its development appeared in various types and formats (print module, movies, television, film frames, film sets, radio programs, computers and so on) that each have their own characteristics and its own merits. Media characteristics can be seen according to the ability of the sensory stimuli evoke the sight, hearing, tasting, or smelling, or for compliance with the hirearki study. Characteristics of media are the basis of the selection of the media in accordance with the specific learning situation. So, the classification of the media, the characteristics of the media, and media selection is the inseparable unity in the determination of learning strategies. Some media types of learning are often used in Indonesia according to Ahar Arsyad, those are:

a. Visual learning Media and dimensions are not transparent. Included in these media types are pictures, photographs, posters, maps, graphs, sketches, whiteboard, flipchart, and etc.
b. Two-dimensional visual learning Media. Media of the type has translucent because made of plastic materials or of films, which

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includes media types: film slides, film strip, and so on

c. Three-dimensional visual learning Media. The media has content or volume as real objects, which include media types are: real objects, specimen, mock-up (realistic picture about design, such as the design of business cards and logo design).
d. Learning audio Media. Audio media associated with hearing instruments, such as the radio, cassettes, language laboratory, and a telephone.
e. Media audio-visual learning. Media that can display the image and sound at the same time, such as compact disc (CD), TV, video, etc.[18]

5. Definition of Vlog

According to the great dictionary of Indonesian Language, the video is a recording of the live images or television programs to broadcast via the television set, or in other words is a video display moving images are accompanied by sound.

According to Azhar Arsyad stated that the video is the pictures in the frame, where the frame for the sake of the frame is projected through the lens of the projector mechanically so that the image looks on screen life[19].

Vlogging (Video-Blogging) or it could be shortened to vlogging (pronounced Vlogging) Vlog itself is

[18]Azhar Arsyad Media 90
[19]Azhar Arsyad. Media … 98

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shortened of video blog which is usually uploaded on YouTube, generally, it contains reviews, experiences, or even video about the campaign but in this research, the teacher defines the use of video itself for procedural text. As commonly known, the use of Vlog in the classrooms considered as an effective way in teaching process since it can attract students' interest in order to gain knowledge.

According to Alwehaibi, in YouTube,technology in terms of its impact on developing EFL students' content learning. The study showed that YouTube could increase students' outcomes of content learning. In other words, YouTube enhances students' process of learning. Likewise, the study revealed that students increased students' motivation. The last, Watkins and Wilkins explored the use of YouTube in the EFL classroom. The study reported that YouTube had a plethora of benefits. First, YouTube could develop students' conversation, listening, and pronunciation skills. Second, it can be an avenue to teach culture, to expose students to World English's, and to develop students' vocabularies. Third, it could structure the reading and writing activities[20].

Vlog that use in this research is as media in teaching-learning process and also as an assignment for the student to improve their knowledge and skill, especially in speaking skill. The

[20] Jepri Ali Saipul. "EFLTeachers' Cognition in the Use of Youtube Vlog in English Language Teaching". Journal of Foreign Language Education and Technology, 4(1), 2019

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material that used for Vlog is procedural material. So, it relate in the real life.

6. The Benefits of Using Video in Learning Media

The benefits of vlog according to Andi Prastowo among other things:[21]

a. Gives an unexpected experience to students,
b. Shows for real something that is initially not possible can be seen,
c. Analyzing the changes in a specific time period,
d. Provide experience to students to feel the circumstances, and, showing the presentation of case studies of actual life may trigger discussions students.

Based on the above explanation, the existence of video media is not in doubt again in the classroom. By video, the student can witness an event that cannot be seen directly, dangerous or past events which could not be brought directly into the classroom. Students can play back the video, according to needs and their needs. Learning with video media to grow interested and motivate students to always pay attention to the lesson.

7. Advantages of Using Vlog as Media

The advantages and limitations of Video Media according to Daryanto According to Daryanto suggested some of the excess use of video media, among others[22]:

[21]Andi Prastowo. *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Yogyakarta: Diva Press 2012

[22]*Daryanto*. *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*. Yogyakarta: Gava Media. 2011

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a. The Video adds a new dimension in the learning; the video presents moving pictures to students along with the accompanying sound.

b. The Video can show a phenomenon that is difficult to be seen

c. Using vlog as media is able to provide positive responses from students.

Most studies found technology-supported language learning is at least as effective as human teachers, if not more so. Hennessy noted the introduction of ICTs could act as a catalyst in stimulating teachers and student to work in new ways. Teacher-student and peer discussion, exploration, analysis and reflection. Hennessy noted that as students become more independent, teachers feel that they should encourage and support students in acting and thinking independently.[23] Here, the teacher as the facilitator to facilitate the student by leading the activity. So, the student can be more independent and being critical thinking, cause they are learning by doing.

8. The Difficulties Using Vlog as Media

Some difficulties of using video media in teaching- learning process described by Engida, those are:[24]

[23]Hennessy, S. Emerging teacher strategies for supporting. Cambridge, (UK: University of Cambridge. 2005)

[24]Engida, T, Doctoral Disertation "ICT-enhanced Teacher Development Model", (UNESCO International Institutefor Capacity

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a. Supplementary E-content

The introduction of supplementary e-content provided significant support for the teachers conducting the lessons. It was noticed that some of the teachers are rare to use technology in teaching learning process. So, it become difficulties when the teacher doesn't understand well about the technology then applied the technology into the classroom.

b. Matching Suitable Material

The activities that used in the e-content require teacher to conduct classes by Engaging students. The supplementary content put emphasis on the speaking skills activities of the textbook. The video that used by teacher is only for additional material that can support the media in teaching and learning. But the teacher still should use the textbook which is used in learning class as the material in the classroom.

c. Challenges and Recommendations

The school observation findings and focus group discussions with teachers indicate that some challenges in the use of supplementary audiovisual content. The major objective of introducing the supplementary audiovisual content was to improve the learning outcome of all students. While observing the class, it was noted that the teachers put more focus on completing the content rather than focusing on language or grammar. At the same time it was also seen that a group of students remained silent or failed to do the given

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Building in Africa (IICBA). Addis Ababa, Ethiopia 2011)

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task. Thus teachers did not provide attention to the slow students. Thus it cannot be said that the supplementary content successfully reached all students. In other side of using video as additional material and as media, the teacher also should check whether the student already understand with the material that has been delivered or not to make sure their understanding.

d. Limitations of Technology

The major findings of the focus group discussions with students found that all students enjoyed the English classes. However, psychological factors such as enthusiasm, might sometimes lead to negative results with the use of ICT in literacy learning[25]. Sometimes students prefer interacting with physical teaching materials rather than digital materials. The teachers needed to pay close attention to students' responses to the use of ICT in teaching by balancing these with traditional teaching.

e. Less Time for Lesson Preparation

One of the lacks of using technology is it needs more time to prepare the material with suitable video. It was found that sometimes teachers were using the content as a tool without having enough preparation. This was often a result of a lack of facilities for preparation before going to class. Using media for teaching should have a good preparation before like costuming the content and dividing the material which is related to the lesson. So, it cannot be

[25]UNESCO."ICT in primary education analytical survey". Retrived on 22 November 2014

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in hurry time without any preparation.

f. Maintenance and Troubleshooting

Laptop and other equipment that related with technology must have some problems. One of them is trouble-shooting system. It is essential for fast and smooth maintenance of the technology. Using technology doesn't mean that always be smooth without any trouble. It can be happened and make the classroom become not conducive.

9. Definition of Student Response

Students' Response is an interactive communication that allows formative assessment by enabling the teacher to give questions and receive students' answer immediately. Teaching and learning are process for involving students in enhancing soft skill and hard skill. In the teaching and learning there is material which is tough as part of the objectives that will be aimed. in his thesis stated that teacher need students' participation to make the teaching and learning success. Not only material but also the activities which support the learning process in a classroom. Response means a deep attention of main ideas and reply to more difficult comprehensive. Enhancing the students' response is important to all subject matter in school including teaching English. It concerns on the students response to the teaching and learning process.

Students' response is primarily to support the successful learning and increasing the students' achievement, positive behaviors, and a sense of

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belonging in all students. Over time, the teacher need good strategies to develop and implemented the good managing classroom behaviors. Moreover, recently the construct of student response is quite ubiquitously incorporated into district plans with the hopeful intention of enhancing all students' abilities to *learn how to learn* or to become lifelong learners in memorizing knowledge. There are several types / categories of response. They are academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological. In this case, the area of students' response in teaching and learning may focus on the emotional and behavioral cases which influence the students' activity in the classroom. Moreover, it also invited the students to show up the performance ability. The factors hugely impact is how students pay out in classroom, the kinds of question that teacher pose, and type of classroom that teacher use. The key strategies based on research and experience on how to make sure students engaged the learning. The strategies that may be used, Here are some basic ideas for helping students get more responsive during instructional times:

a. Let Students Know What's Expected.

Tell students directly that while they're learning, the teacher always expects the student to do X, Y, or Z. the teacher must have an expectation from

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the beginning, so students understand what is standard of response the teacher by giving them situation.

b. Wait Time.

Wait Time is simply waiting long enough after the teacher asks a question to give students time to think and respond. If a teacher asks for a response, but gives *no time* for students to process the request, of course they're not going to get much input. If teachers call on the very first hand that is raised (and if that hand belongs to same student over and over again), then everyone else is "Off the hook" and it is tacitly communicated they need not respond.

c. Randomly Call On Students.

This method can help assure all students are consistently thinking through and the material. Calling on students at random puts them "On the spot" and forces them to think and respond.

d. Have Students Turn And Talk To One Another

Students might not be comfortable sharing their thinking in front of a larger group, yet. But they could at least start with sharing their thinking with *one* person. Give students concrete instructions about what to share with one another, and after they share with one person, they may be more prepared to share the same thought with the larger group.

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B. Previous Study

Relevant research i.e. research that has been conducted by the researcher before and can be used as support in a new study. There is some research that has been done before including the following:

1. Dewi Kurniawati "*The Effectiveness Of Using Youtube Video In Teaching English Grammar Viewed From Students' Attitude*" The research aims at investigating the effect of using YouTube video in teaching English grammar. The research was conducted at the English Education Program in Lampung in 2012. Analyzing data using ANOVA or analysis of variance and Tukey test. The similarity of this research is using vlog as media in English teaching-learning especially for Grammar while in this study is using vlog for procedural text and in the end of the material the student asked to submit an assignment of vlog. The result of this study, YouTube video is an effective media to teach grammar at the first semester students of English Education of IAIN Raden Intan Lampung in the academic year of 2012/2013. When the teacher applies YouTube video to teach grammar, the students can get the stimulus to think more creatively and

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critically about the text they read from video. They also have critical thinking about the sentences that are produced by the actor or actress of the video. They are invited to make a connection between what happen in the video and what they have experienced and use their prior knowledge when discussing the materials stated in the text so that the students can broaden their knowledge.[26]

2. Arum Mustikawati "*The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo*" The study is aimed to find out whether there is a significant difference in the speaking ability between the eighth grade students of SMP N 1 Manisrenggo who were taught by using video. The results of the research show that there is a significant difference in thespeaking ability between the students who were taught by video and those who were taught by using the textbook-based technique. The significance valuecalculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study is accepted. It means

[26] Dewi Kurniawati, Thesis. "*The Effectiveness Of Using Youtube Video In Teaching English Grammar Viewed From Students' Attitude" . (*IAIN Raden Intan Lampung : 2012)

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that the video technique significantly improves the students' speaking ability in the English teaching atSMP N 1 Manisrenggo[27]

3. Alfa Rosyid Abdullah "*Vlog Sebagai Media Pembelajaran Bahasa Indonesia Untuk Mengembangkan Kemampuan Berbahasa Peserta Didik*" The research aims to know the use of vlog in real life especially in education. The research methodology uses qualitative descriptive. The result of the study shows that vlog as media and vlog as innovation of learning process. The result of this study shows that, after watching vlogs, students are more responsive and more understanding because they have gained satisfaction with the material taught through an interesting vlog. In the question of impressing the use of vlogs to students, there are some answers that researchers receive and conclude the following: they are the denominators of the presentation of vlogs that are very interesting and creative, vlogs are short, concise and clear, and they prefer video-based learning.Vlog media that is packaged that can attracts and it can make the student more

[27] Arum Mustikawati, Thesis "*The Effectiveness Of Using Video In Teaching Speaking For The Eighth Grade Students Of Smp N 1 Manisrenggo*"(Universitas Negeri Yogyakarta : 2013)

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interactive and efficient because it stole the attention of students to focus on the material in the vlog, so that it increased the understanding of the material and be more responsive in answering questions.[28]

4. Reka Darmawan "*The Development Of Vlogging As Learning Media To Improve Student's Learning Enthusiasm In Class Xii On Myob Manufacture (Debit Card) Material Smk N 2 Purworejo*"This research aims to Develop Educational Vlogging for class XII, examine the feasibility Vlogging as learning media, and to know students' enthusiasm improvement before and after using Vlogging Detective. This research was a Research and Development (RnD). This research adapted from ADDIE development model. Based on research results the Vlogging of learning media was Good to be used for class XII SMK N Purworejo. It was proved from 1) the assessment score by material experts obtained the average score 3,9 with the category "Good", 2) the assessment score by material experts obtained the average score 4,87 with the category "Very Good", 3) the assessment

[28]Alfa Rosyid, Dissertation. "*Vlog Sebagai Media Pembelajaran Bahasa Indonesia Untuk Mengembangkan Kemampuan Berbahasa Peserta Didik". (*Universitas Sebelas Maret : 2018)

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score by accounting practitioner learning obtained the average score 4,4 with the category "Very Good", 4) the assessment score by student obtained the average score 3,8 with the category "Good".[29]

5. Fajar Muttaqien "*Penggunaan Media Audio-Visual Dan Aktivitas Belajar Dalam Meningkatkan Hasil Belajar Vocabulary Siswa Pada Mata Pelajaran Bahasa Inggris Kelas X*" The aim of this study was to find out: vocabulary learning activities of students who did not use and who used audio-visual media; differences in vocabulary learning activities between students who do not use and those using audio-visual media; improvement of student vocabulary learning outcomes that do not use and that use audio-visual media; differences in the increase in vocabulary learning outcomes between students who did not use and those using audio-visual media; and the relationship between student vocabulary learning activities and vocabulary learning outcomes in learning English. The results of this study, groups of students in vocabulary learning did not use audio visual

[29]Raka Darmawan, Thesis. "*The Development Of Vlogging As Learning Media To Improve Student's Learning Enthusiasm In Class Xii On Myob Manufacture (Debit Card) Material Smk N 2 Purworejo*" (Universitas Negeri Yogyakarta : 2016)

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media as a whole the aspects of vocabulary learning activities observed were less frequent categories that dominated during the learning process, while vocabulary learning activities of students who used audio visual media as a whole aspect of vocabulary learning activities which is observed is quite often the category that dominates during the learning process, therefore audio-visual media can increase the vocabulary learning activities of class X students in learning English at SMAN 8 Garut; there are differences in vocabulary learning activities between students who in learning to use audio-visual media and students who in learning do not utilize audio-visual media.[30]

The similarity of this research is using Vlog as media in English teaching-learning and the way to collecting data using interview while in this study is using vlog for procedural text as the assignment of the student in MTs. Al Fatich Tambak Osowilangon.

The differences between the previous studies with this study are the technique and the subject of the

[30]Fajar Muttaqien "*Penggunaan Media Audio-Visual Dan Aktivitas Belajar Dalam Meningkatkan Hasil Belajar Vocabulary Siswa Pada Mata Pelajaran Bahasa Inggris Kelas X" (*Akademi Manajemen Informatika dan Komputer (AMIK) Garut : 2017)

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research on analyzing students' learning strategies. The researcher analyzed how the English teacher uses vlog as media in teaching learning process in MTs. Al Fatich Tambak Osowilangon Surabaya.

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CHAPTER III
RESEARCH METHOD

In this chapter, the researcher discusses and reviews research methodology that is used in this research. They include research design, subject of study, data and source of data, data collection technique, data analysis technique.

A. Research Design

Research design is the population of concern, the sampling procedure, the measuring instruments, and other information relevant to the conduct of the study[31]. In this research qualitative research has been chosen to be the method. According to David Nunan said that traditionally, writers on research traditions have made a binary distinction between qualitative and quantitative research.[32] In this research qualitative research has been chosen to be the method. Creswell claims the qualitative method is an approach that needs descriptive, for instance, oral and written from an object directly.[33]Research design of this study is descriptive qualitative, so the method which is used to analyze the data in this research is descriptive method to describe how the teacher uses vlog as the media in teaching learning process. The researcher used this approach because observation and analyzing are a method to

[31]Donald Ary, Jacob, L. C., Razivieh, A. &Soresen, C. *"Introduction to research in education (8th ed)". (*Wadsworth: Cengage Learning, 2010), 114.

[32]David Nunan . "*Research Method in Language Learning"*. Cambrige University Press. 1992, 3.

[33] Creswell, John, *"Research Design"* (Yogyajarta: Pustaka Pelajar. 2016). 253.

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know how the use of vlog as English learning media in the teaching and learning process. The observation directly at class and did an interview with teachers, and the student response which describes in description.

B. Setting of the Research

Research settings can be seen from the physical, social, and cultural sites where researchers conduct research. In qualitative research, the focus is on making meaning

1. Research Subject

In this study, subject is required to get the needed information. The researcher selected the subjects so that they were able to provide the information for the study. It means that in qualitative research, the researcher selected their subject based on the subjects' knowledge which is capable to answer the question

The subject of this research is one English teacher of MTs. Al Fatich Osowilangon. The teacher has used vlog as media in teaching learning. Subject here are someone who has information, able to share their experiences or information, involved in phenomenon directly, available to interview, and not under pressure. So, the English teachers here are chosen as the research subject.

2. Place

This research took place at MTs. Al Fatich Tambak Osowilangon which located in St. Tambak Osowilangon No. 98, Benowo, Surabaya. This school was chosen as the research location because this school used vlog as media in English teaching and learning.

3. Time

This research conducted on

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August, 15th until 28th 2019 in the regular classes. Interview was conducted after teaching and learning process are finished.

C. Data

There are some data used in the qualitative methods, such as visual data (photography, film, and video), document data, internet, observation, and interview[34]. Qualitative research data can be obtained with many ways: interview, observation[35]. To answer the problems, the researcher used two types of data, which are primary and secondary data. The primary means word or action in qualitative research while secondary is supporting data such as interview. Those are explained detail below:

In this research, the researcher answers two research questions use two types of data. The type of data that used in this research are follows:

a. Primary data

The primary data of this research is the result of observation. It is taken in the class during 15th until 28th August 2019. The researcher used IX (A,B,C,D) classes to do observation. The observation was conducted four times during the date.

b. Secondary data

The secondary data obtained by the researcher are used support the primary data. In this research, the secondary data is from the teacher and student. The researcher used interview to get the data related to the strategies, difficulties and also the response

[34]Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, *An Introduction to Qualitative Research Fourth Edition Sage*(Hants: Colour Press Ltd) 2009), 219

[35] J.R. Raco, *"Metode Penelitian Kualitatif"* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 111

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of the student using vlog as media in teaching learning process.

D. Data Collection Technique

The data collection technique and research instrument are followed:

1. Observation

   The first instrument of this research is observation. Observation is the process of gathering open-ended, firsthand information by observing people and places at research sites[36] , the researcher did an observation to the subjects in the classroom to know the condition of the class, and also the student's response in teaching-learning process. This instrument focused on the learning process of how the teacher teaches and also the student response in using vlog at MTs. Al Fatich Tambak Osowilangon.

   For the first, the researcher did an observation by observing the class condition and also the teacher strategy in applying vlog as media. Then, the researcher tooka note of how the teacher used vlogandthe difficulties of the teacher when applied that.

   The second, the researcher did observation also for the students' response while study using vlog in learning process.

2. Interview

   The interview is particularly useful for getting data from the English teacher's experiences. It is used to know students' difficulties in speaking ability

[36]Donald Ary, Jacob, L. C., Razivieh, A. &Soresen, C. "*Introduction to research in education (8th ed)". (*Wadsworth: Cengage Learning, 2010), 213.

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and the technique used by the teacher in teaching learning activity. The interview also is carried out before and after class to know the teacher's response toward the idea of vlog as media.

Interview occurs when researcher ask one or more participants general, open-ended question and record their answer. The researcher then transcribes and types the data into a computer file for analysis. Donald Ary classifies interview into four types, those are [37]:

a. One-on-one interview
b. Focus group interview
c. Telephone interview
d. Electronic E-mail interview

In this research, the researcher chose oneon-one interview, because after having observation the researcher can ask to the subject of the study directly. The researcher had some questions then recorded the answers from thesubjects(teacher and student).

E. Research Instrument

Research instrument is measurement tools that design to get the data from the subject. In this part, the researcher used instrument to complete all the data that needed for this research. The instrument that used by the researcher are:

1. Observation Guideline

According to Creswell to take the data of observation it can be collected from field notes on the activities and behavior of the individuals at the location

[37]Donald Ary….217

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of the research.[38]The observation checklist adopted from the theories that is taken from journal of UNESCO which tittle is "ICT in primary education analytical survey", the book from Hennessy, the tittle is "Emerging teacher strategies for supporting", and Doctoral Disertation of Engida, T with the tittle "ICT enhanced Teacher Development Model" (See appendix 1)

2. Interview Guideline

The researcher used interview guideline to gain second research question. The English teacher interviewed by open-ended question. In this type of interview, the researcher wants to know specific and deep information(See appendix 2)

[38]Creswell, John W. *Research Design Qualitative, quantitative, and mixed methods approaches* (SAGE Publications Inc, United Kingdom, 2009).

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Table 3.1 of Research Design

NO	Research Question	Subject	ata Collection Technique	Instrument
1	What makes the teacher choose Vlog as media in media in teaching learning of English subject?	English Teacher	Interview Observation	Observation checklist, Interview Guideline , Audio Recorder
2	What are the problems faced by teachers when using vlog as media in teaching learning?	English Teacher	Interview	Interview Guideline, Audio Recorder
3	How is the student response study using Vlog?	Students	Interview Observation	Interview Guideline, Audio Recorder

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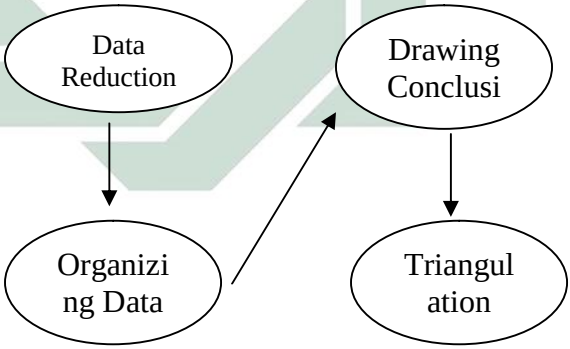
F. Data Analysis Technique

After collecting the data, the researcher analyzed the data. Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study. In short, data analysis systematically processes to analyze data which have been collected. To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Bodgan and Biklen that the report of qualitative analysis is presented descriptively and the emphasis is on describing the phenomenon in its context and interpreting the data.[39] In this research, the researcher analyzed the data. To analyze the information, it uses descriptive manner.

Figure 3.1 Cycle of Data Analysis



[39]Robert Bodgan and San Knopp Biklen. *Qualitative Research for Education: An Introduction to Theory and Mehods.* (USA Massachusets: Allin and Bacon, 1992), 216

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The cycle of technique for analyzing the data are outlined below:

1. The data reduction
   Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field[40] Identifying the data on the statement of the problem and classifying each information based on each item of the interview, observation, interpreting data.
   The data reduced are the result of interview and observation which are not relevant.

2. Organizing Data
   This involves transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the source of information.
3. Drawing a conclusion
   After having data reduction and data display, the researcher makes a conclusion based on the result of the data before. The conclusion of this research would be the description of the kinds strategy, the difficulties and also the response of the using vlog in MTs. Al Fatich Tambak Osowilangon.

[40]Mifta Alfiyanaini. *"A Study On Students' Learning Strategies In Speaking Skill Of The Eleventh Grade Students In Man 1 Surakarta Boarding School In The Academic Year 2015/2016"*. (Surakarta, 2017), 51-52.

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4. Triangulation

Triangulation is checking the correctness of data and compares with data obtained from other sources, on various field research phases, at different times and with different methods. The triangulation is done with three kinds of inspection techniques that utilize source use data, methods, and theory. For that, the researcher can do it in a way:

a. Submit a variety of questions
b. Comparing observational data with an interview
c. Check with various data sources

In this research, the data analysis techniques used by the researcher is data reduction which reduce are the result of interview and observation. Then, after getting the result, the researchers organized the data then conclude it based on the result of the data. It can be a description about the strategy, difficulties and also the student response in using vlog as media in teaching learning process. Next, after the result of the data that has been completed, the researcher compared observational data with interview, check with various data sources to check the correctness of data and compare with data obtained from other sources.

G. Research Stages

Research stage is provide the insight of the research, developing the research question, searching and evaluating the literature,

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selecting the research approach, selecting research method, analizing data then the last step is concluding the result of the data.

1. At first, the researcher asked permission to get research at MTs. Al Fatich Tambak Osowilangon Surabaya. After reseacher got permission from principal, researcher made appointment with English teachers to do observation in their class.
2. Second, the researcher came to the class for conducting observation during teaching learning process in the class. The observation related with teachers' use vlog in English subject and to know the response of student. If any problem within the teaching learning process, the researcher wrote some notes in the observation sheet. This activity needed documentation and observation guideline to make data valid. Video recording used to keep the data when doing observation in the class. After get the data from observation, the English teachers interviewed by researcher to know more about the teachers' possible consideration in adopting vlog as media in teaching learning process. After interviewing the teacher, the researcher also interviewed the student to

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know their response when the teacher applied vlog as media.

3. Analyzing the data
   After collecting all documents, analyzing the data based on the theoretical framework. Specifically, the instrument was adapted from some experts and lectures to check it as the valid instruments.
4. Concluding the result of data
   The researcher made a conclusion that has discussed in this research after all of process analyzing the data which is combined with theory.

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CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, researcher presents the results of this research, by indicating the findings and discussions that in line with the theory to answer the research questions. The researcher presents the result of research questions, which are the use of vlog in English teaching, teachers' problem of using vlog in the class and also the student's response while using vlog as media in teaching and learning process.

A. Finding

In previouschapter, the researcher mentioned that used observation checklist and interview guideline to obtain the data. The result of observation and interview was analyzed by researcher to find out teachers' strategy, difficulties and student response of using vlog as media in teaching learning. The result of research findings explained as follow:

1. The Use of Vlog in English Class

To answer the first research question related how the teacher use vlog in teaching learning process, the researcher used observation checklist to observe one English teacher during teaching and learning process. Researcher conducted the observation for four meetings in the classroom as the total. The observation checklist adopted from journal of UNESCO which title is "ICT in primary education analytical survey". The English teacher taught four classes in IX grades, those are: IX (A, B, C, D). The findings are presented begin from teacher A, B, C and D. Class activity that as observed starts from opening, main activity, and closing. The

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following explanations are the result of research findings.

a. The Use of Vlog in IX A

The researcher observed the teacher activities in teaching learning process. The observation was conducted on 15 August 2019. The first observation is in IX A. In this class, the student is in boarding school program. So, the students here are boys with the amount are 29 students. The observation started from the introduction, task, process, evaluation, and conclusion. In the first activity, the teacher opened the class by greeting, praying then checking attendance of the students. After that, the teacher introduced the material that will be learnt on that day. The teacher gave illustration of the lesson that will be delivered. It was about the benefit, point, and competence of the lesson itself. The lesson that learnt by them was procedure text. After delivering the introduction, the teacher moved to the next step of activity that was task. In the task step, the teacher gave the material of the lesson by showing the video. The video is procedural of "how to make fried rice". After playing the video the teacher started to ask the student about the video such as the vocabulary and content about. Then, the teacher asked the students to count 1 up to 7. So, the one who got the same number will be in the same group. Each group consists of 3 till four members.

The next step is process, in this step the students had discussed in their group about the aim of the video that played by the teacher. The teacher only gave 10 minutes to read the material about procedure text in the text book. Then after 10 minutes passed, the book should be

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closed. In each group will get three cards that were given by the teacher. The content of the card is the generic structure of procedure text (goal, ingredients, and step) but the content of the step was disordered.

Figure 4.2 the students discuss with their group

In this case the students asked to arrange it into good step. After making it into good steps, the teacher pointed the group that delivered the procedure. In the group, the student has decided the job who will tell about goal, ingredients and step. If the group is consist of 4 students there were 2 students who will tell about the step. So, they had good respect to each student.

For other groups that were not performing, they gave comment about the performance of the group who did performance in front of the class. The teacher did assessment in the evaluation and gave the students feedback of their performance. In the end of the class the teacher together with the student conclude the lesson that they have learnt. In the end of the class, the teacher delivered the material that will be done in the next meeting. In the teaching activity the teacher

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has fulfilled the standard in teaching. The teacher used literacy, communication, collaboration, critical thinking, and creativity (4c).

By observation and also interview to get the data, the researcher finds that use vlog can help the awareness and respectful with other student, this condition is can be happened cause the teacher asked the student to make a group, in that group they have to be aware to do te task together and respect each other in order to finish their task well. So, from this point the teacher applied successfully. The second point is about the media can motivate student to examine their attitude and behavior. The teacher applied it very good in learning process. The students were motivated by the media that used. Vlog made the student become motivated in learning English by the video that was shown. The third point, the media provide opportunities to develop student's critical thinking, based on the observation, vlog influence the way students in having opinion they have variety answers when the teacher asked them about the material in the learning process. With vlog also help student to understand and facilitate them in learning process, vlog help to understand the way to do some procedure in making or doing something. In this case some student is not understand or cannot catch with what the speaker says, but when they watch the vlog they can understand, vlog is using audiovisual that facilitate the student to easier understand the material or the meaning of what speakers says. Indeed they didn't have many vocabularies but the video help them a lot.

By using audiovisual, it made the

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student become more active. It can be happened cause they can see how or what the speaker means. When the teacher uses other media, some student sometimes cannot catch what the teacher. Then the teacher will explain it twice or many times to make them catch what the teacher means. While using vlog the student can see the object visually, so that's why, they are very enthusiast when the teacher said that they will learn through vlog. They think that is new thing so they are actively asking and answering in the learning process

By using vlog it made the student become pay attention and focus on the material that explained. Here, the video that played by the teacher is interesting and easy to understand because the speaker didn't say fastly. So the student can catch what the speaker said.

Moreover, from the theory that the researcher used and compare with the class observation, the teacher has well applied the strategy like what the theory said. The teacher has good structure in teaching technology media. It started from introduction, task, process, evaluation and the last is conclusion about the material and it was donebased on the regulation.

b. The Use of Vlog in IX B

This is the second times to observe the use of vlog in MTs. Al Fatich. In the second observation was obtained at 19 August 2019.The researcher observed the teacher activities in teaching learning process in IX B class. In this class is girl that boarding school program. The total amounts are 30 students in the class. the observation started from the introduction,

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task, process, evaluation, and conclusion. In the first activity, the teacher opened the class by greeting, praying then checking attendance of the students. After that, the teacher introduced the material that will be learnt on that day. The teacher gave illustration of the lesson that will be delivered. It was about the benefit, point, and competence of the lesson itself. The lesson that learnt by them was procedure text. After delivering the introduction, the teacher moved to the next step of activity that was task. In the task step, the teacher gave the material of the lesson by showing the video. The video is procedural of "how to make fried rice". After playing the video the teacher started to ask the student about the video such as the vocabulary and content about. Then, the teacher asked the students to count 1 up to 8. So, the one who got the same number will be in the same group. Each group consists of 3 till four members.

The next step is process, in this step the students had discussed in their group about the aim of the video that played by the teacher. The teacher only gave 10 minutes to read the material about procedure text in the text book. Then after 10 minutes passed, the book should be closed. In each group will get three cards that were given by the teacher. The content of the card is the generic structure of procedure text (goal, ingredients, and step) but the content of the step was disordered. In this case the students asked to arrange it into good step.

After making it into good steps, the teacher pointed the group that delivered the procedure. In the group, the student has decided the job who will tell about goal,

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ingredients and step. If the group is consist of 4 students there were 2 students who will tell about the step. So, they had good respect to each student. For other groups that were not performing, they gave comment about the performance of the group who did performance in front of the class. The teacher did assessment in the evaluation and gave the students feedback of their performance.

Figure 4.1 the student's performance

In the end of the class the teacher together with the student conclude the lesson that they have learnt. In the end of the class, the teacher delivered the material that will be done in the next meeting. In the teaching activity the teacher has fulfilled the standard in teaching. The teacher used literacy, communication, collaboration, critical thinking, and creativity (4c). in this observation was the same like in IX A class because the material that used by the teacher was the same. It was about procedure text. So, in the result of the step

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of activities is mostly same.

By observation, the researcher found that use vlog can help the awareness and respectful with other student, in this class the student has improved that point very well. They do team work in their group, they divided the task in the group. So every student in a group has their own role and job. For example the first student will deliver about the aim of procedure, the second student will deliver about the ingredients and the rest will deliver the step. So, from this point the student gain the awareness and respectful well.

The second point is about the media can motivate student to examine their attitude and behavior. In this case, the student were motivated by the video that shown, they practice like the way the speaker says and they said that they want to be able speak English well like in the video. The teacher applied it very good in learning process. The third point, the media provide opportunities to develop student's critical thinking, based on the observation, vlog influence the way students in having opinion they have variety answers when the teacher asked them about the material in the learning process, the students also have many question to ask about the material. With vlog also help student to understand and facilitate them in learning process, vlog help to understand the way to do some procedure in making or doing something. In this case some student is not understand or cannot catch with what the speaker says, but when they watch the vlog they can understand, vlog is using audiovisual that facilitate the student to easier understand the material or the meaning of what speakers says. Indeed they didn't have

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many vocabularies but the video help them a lot.

By using audiovisual make the student become more active. It can be happened cause they can see how or what the speaker means. When the teacher uses other media, some student sometimes cannot catch what the teacher. Then the teacher will explain it twice or many times to make them catch what the teacher means. While using vlog the student can see the object visually, so that's why, they are very enthusiast when the teacher said that they will learn through vlog. They think that is new thing so they are actively asking and answering in the learning process.

By using vlog in this class, the teacher can elaborate the lesson by explained the material using book and vlog, so it can make the student become pay attention and focus on the material that explained. In addition, the video that played by the teacher is interesting and easy to understand because the speaker didn't say fastly. So the student can catch what the speaker said.

The conclusion of the second observation is the strategy that used by teacher to teach English especially procedure text is good. It is attracting student and it make them become more focus caused the teacher applied vlog as media. That is the new thing that teacher do in the class and it work well. The student is so enthusiast using that. The students said that they like using vlog as media.

c. The Use of Vlog in IX C

In the third times of observation, it is conducted at 26 August 2019, in the IX C

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class. in here the student is regular program which means that the student not stay in the boarding school. The IX C class is consisting of 30 students and all the student in this class is boy. In this lesson the teacher delivered the material of "expression of attention". The observation started from the introduction, task, process, evaluation, and conclusion. In the first activity, the teacher opened the class by greeting, praying then checking attendance of the students. After that, the teacher introduced the material that will be learnt on that day. The teacher gave illustration of the lesson that will be delivered. It was about the benefit, point, and competence of the lesson itself. The lesson that learnt by them was procedure text. After delivering the introduction, the teacher moved to the next step of activity that was task.

In the task step, the teacher gave the material of the lesson by showing the video. The video is conversation which related with the material expression attention. After playing the video the teacher started to ask the student about the video such as the vocabulary and how to expressing attention. Then, the teacher asked the students to count 1 up to 15 to make a group. The student worked in peer. So, the one who got the same number will be in the same group. Each group consists of 2 students.

The next step is process, in this step each group should make a conversation in peer. The students should make a short conversation that includes the expression attention. The teacher only gave 20 minutes to make the conversation. To decide the group who will perform first the teacher is throw the ball and the group who got the

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ball will get the turn.
When the student performed in front of the class, the teacher recorded it using hand phone. For other groups that were not performing, they gave comment about the performance of the group who did performance in front of the class. The teacher did assessment in the evaluation and gave the students feedback of their performance. In the end of the class the teacher together with the student conclude the lesson that they have learnt. In the end of the class, the teacher delivered the material that will be done in the next meeting. In the teaching activity the teacher has fulfilled the standard in teaching.

The observation result was conducted by researcher on 26 August 2019 in IX C class, from the table above shows that the activity or the way how the teacher used vlog as media in teaching learning. In the teaching activity the teacher has fulfilled the standard in teaching. The teacher used literacy, communication, collaboration, critical thinking, and creativity (4c). even in this observation the teacher has other material that different from observation 1 and 2. The material that delivered by the teacher is about expression attention

By observation, the researcher found that used vlog can help the awareness and respectful with other student, in this class the student has improved that point very well. They do team work in their group. They divided the dialogue in the group and respect other friend who has limit vocabulary. So, they create good team work in doing task. Besides that, in this material the teacher wants the student to

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respect each other by having conversation as the main activity. Each student must have a dialog in the conversation and from this point of awareness and respect the teacher can assess how the group divided the character in a conversation.

The second point is about the media can motivate student to examine their attitude and behavior. In this class, the students watch the video and they were motivated to speak like the speakers in the video. So, indirectly the video motivate the student to improve their ability in learning English. The third point, the media provide opportunities to develop student's critical thinking, based on the observation, vlog influence the way students in having opinion answers when the teacher asked them about the material in the learning process, the students also have many question to ask about the material. With vlog also help student to understand and facilitate them in learning process, vlog help to understand the way to do some procedure in making or doing something. In this case some student is not understand or cannot catch with what the speaker says, but when they watch the vlog they can understand, vlog is using audiovisual that facilitate the student to easier understand the material or the meaning of what speakers says. Indeed they didn't have many vocabularies but the video help them a lot.

By using vlog, it makes the student become more active than usually. The video has its interest to make the student be focus on the material in learning. Moreover the vlog make them being brave to ask and answer the teacher's direction. Even though, the answer is not true.

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The strategy of the teacher using vlog made the student become pay attention and focus on the material that explained. Here, the video that played by the teacher is interesting and easy to understand because the speaker didn't say fastly. So the student can catch what the speaker said.

The conclusion of the third observation is the teacher has good preparation in delivering the media that can attract the students' interest. That strategy is look well prepared. So, by vlog the student can be easy to learn. They are learning by doing. They get the material then they will practice it in a group work. In the end they deliver their task and it is recorded. So, they make a produce a product from their study

d. The Use of Vlog in IX

The fourth observation was conducted in IX D class. tin this class is consisting 36 girl students. The class is regular class, same with IX C class. The observation is on 28 August 2019. In the teaching activity the teacher has fulfilled the standard in teaching. The teacher used literacy, communication, collaboration, critical thinking, and creativity (4c). The material that used in this class is expression of admiration. The observation started from the introduction, task, process, evaluation, and conclusion. In the first activity, the teacher opened the class by greeting, praying then checking attendance of the students. After that, the teacher introduced the material that will be learnt on that day. The teacher gave illustration of the lesson that will be delivered. It was about the benefit, point, and competence of the

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lesson. After delivering the introduction, the teacher moved to the next step of activity that was task. In the task step, the teacher gave the material of the lesson by showing the video. The video is conversation which related with the material expression attention. After playing the video the teacher started to ask the student about the video such as the vocabulary and how to expressing attention. Then, the teacher asked the students to count 1 up to 15 to make a group. The student worked in peer. So, the one who got the same number will be in the same group. Each group consists of 2 students. The next step is process, in this step each group should make a conversation in peer. The students should make a short conversation that includes the expression of admiration. After collecting the task, the teacher called the name of the student to perform in front of the class. In this case the teacher record the student's performance.

The teacher did assessment in the evaluation and gave the students feedback of their performance. In the end of the class the teacher together with the student conclude the lesson that they have learnt. In the end of the class, the teacher delivered the material that will be done in the next meeting.

By observation, the researcher finds that use vlog can help the awareness and respectful with other student, in this class the student has improved that point very well. The students respect who are their team and do good work like what the teacher asked. They divided the part who dialogue in first, second and last. The second point is about the media can

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motivate student to examine their attitude and behavior. In this class, the students watch the video and they were motivated to speak like the speakers in the video. So, indirectly the video motivate the student to improve their ability in learning English. The third point, the media provide opportunities to develop student's critical thinking, based on the observation, the students always have many question to ask about the material when use vlog than other media. With vlog also help student to understand and facilitate them in learning process, vlog help to understand the way to do some procedure in making or doing something. In this case some student is not understand or cannot catch with what the speaker says, but when they watch the vlog they can understand, vlog is using audiovisual that facilitate the student to easier understand the material or the meaning of what speakers says. Indeed they didn't have many vocabularies but the video help them a lot.

By using vlog, it makes the student become more active. The video has its interest to make the student be focus on the material in learning. Moreover the vlog make them being brave to ask and answer the teacher's direction.

The strategy of the teacher using vlog is good enough, so it can make the student become pay attention and focus on the material that explained. Here, the video that played by the teacher is interesting and easy to understand because the speaker didn't say fast. So the student can catch what the speaker said.

The conclusion of the observation is the teacher has good preparation in delivering the media that can attract the students'

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interest. That strategy is look well prepared. It is proved by the way teacher teach and choosing the media. Using vlog as media is one of the strategy in improving student ability in English because vlog make them more focus and easy to understand. The student can see the visual and it facilitate them in learning. They don't need to imagine the things that explained by the teacher because they can see and hear through the media.

2. Difficulties By The Teacher To Use Vlog As Media

The researcher accomplished interview of the English teacher during the free time. There are some problems faced by teacher when using vlog as media in teaching learning process**.** Here are the details of explanation of each problem:

a. The facility of school

Facility of the school is one of the support system in teacher learning process. After having observation the researcher will explain about the finding of the facility of the school in using vlog as media in teaching learning process.

In the first observation, the teacher divided the student into some group. The teacher used her hand phone to show the video by coming to each group and play the video twice. The teacher also explained about the material that is related with the video. In this case the teacher not use LCD projector to help her show the video. So, from that, the teacher has difficulties to show the video to each the group because sometimes the other group wanted to see the video again.

In the second observation, the teacher still did the same like in the first observation.

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The teacher did not use the lcd projector. She used her phone to shows the video to each group and she will repeat it till twice or many times. From the observation this way is not effective to show the video to the students.

In the third and fourth observation, the teacher used laptop because she aware of the lack when using hand phone. The teacher also brought the speaker to maximize the sound in the class. In the third and fourth observation, the teacher brought the LCD in the class but in the middle of teaching the LCD got problem. So, the teacher used laptop to continue the teaching.

The main problem here is the facility of the school is not provided LCD and projector in each class. They already have some LCD and also the projector to support the media in teaching learning. Especially media that using audio and visual but the LCD project is only 2 units and it usually used in MTs and also in MA Al Fatich. So, it is limited. Sometimes the teacher has planned to use projector but it already used by other class. Then the teacher explains the material used hand phone or Laptop to show the video that related to the material at that time.

b. The teacher understand the way to use ICT media

As media vlog is good in learning process. It can attract students interest in learning, while using technology doesn't mean that always be smooth without any trouble. That's happened in the class some trouble happened while using LCD projector, it was suddenly getting trouble in the middle of lesson. It made the classroom become not conducive. At that

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time was in class C and D. So, the teacher decided to use laptop to continue the lesson.

In the first observation, the teacher used hand phone to show the media. Here the teacher understand well how the way to deliver the media in teaching.

The second observation, the teacher still used the hand phone as media, the teacher can applied it well. In the third observation, the teacher brought LCD projector to the class. The teacher has prepared well the media and the video that will be shown. In the middle of learning process the projector is getting trouble. It was off then it could not be connected with the laptop. It also happened in the fourth observation. The LCD projector was not work well. The teacher also has minim knowledge about ICT. Then the teacher continued the lesson using laptop.

3. Students Response Using Vlog As Media In Learning Process

In teaching and learning process, teacher also guided students' work on course project by asking questions, giving option, and offering alternative ways to do things. For example, students mentioned about difficult word that has read and the teacher elicited some questions for connecting with their life. The teacher gave some questions for developing students' ability to think and work independently, but the students just keep quiet. They would speak up when the teacher asked them. This case is caused by almost all of students are passive. When the teacher encouraged them to emulate the example which teacher has provided, they are afraid to make a mistake and shy

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with others. To solve this problem, students are given responsibility by the teacher to take initiative for their learning. The teacher did not have responsibility to assign what students must learn and how they should learn the course. That way can encourage students to be critical thinking.
Furthermore, the teacher prepared course activities to increase students' initiative and critical thinking, such as small group discussion. After they read the text one by one, students formed a group discussion to learn deeply. The teacher asked students to discuss about issue on the text and they would be asked some questions. Students must share they6ir ideas that have discussed to answer the question. The teacher would ask one of member group to know students' understanding in their group. It can help the teacher to observe about cooperation and activeness of group. Moreover, students are given motivation and encouragement by the teacher to do well in this course. The teacher gave a motivation to be confident, such as do not be afraid, good answer, do not be shy, excellent, etc. Hopefully, the activities and personal support from the teacher can help students to develop their own ideas and can be more active.

Table 4.5 Students response

NO	Observation in The Class	Student's Response
1	Observation 1 in IX A class	The response of student, they so excited after knowing that their media is in form of video. The students saw pay attention to the video that played by the teacher. Sometimes they got some difficulties in catching what the speaker said but

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		because of the video was interesting, so, the student asked the teacher to play more the video. They are trying to pronounce like what the speaker said. From the understanding, the student has understood with the material that delivered by the teacher. The hesitant student is only 1 or 2 students, they afraid that the word that tey say is false.
2	Observation 2 in IX B class	The response of student, they so excited to the video because they rarely got media in form of video. They got some difficulties in catching what the speaker says cause the speaker explain so fast and some student didn't know some vocabulary that said by the speakers. The student became more exited in learning English. They practiced a lot in order to have good pronunciation and understand the vocabulary. It seems that the video motivated them to learn English. It can shows from the student who wanted to know the way to pronounced the word in the right way. cording to the student they understand the material, they also helped by the video to improve their ability in doing task
3	Observation 3 in IX C class	The response of student, they so excited to the video because the video that used by

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		the teacher is interesting. It attracted them to be more pay attention to the material. Sometimes their tried to speak like what the speaker's accent. Here, the student response the teacher well. They answer directly what the teacher asked. There is some student who still hesitant to answer but it only 1-2 students. They did their task well and have good perform in front of the class.
4	Observation 4 inIX D class	The response of student, they so excited to the video. It attracted them to be more pay attention to the material. Some student can't catch what the speaker said. So the teacher repeated the video till they know the word. By using vlog the students admit that that is the interesting media that teacher used. They like video so much. Instead of that, the understanding of the student is good. They asked and answered the teacher question bravely. When the teacher gived them task they did good in performance.

Based on the observation in the class, the students were so actively participate to the teacher direction and question which is related to the material that delivered. It can be caused; it's something new for them to making video and upload they task in Youtobe. Especially in that video they

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should speak English. To checking the correctness and the to compare the data, the researcher interviewed some student to know how their response about vlog as their media in learning.

"*Vlog is good media for learning. It has audio and also visual that makes us interesting to learn English become more focus and also more fun. Before this media, the teacher has provided us other media but Vlog is new things and it so interesting. We can also learning by doing with this. Because in the end we are given task to make video and it is fun*"

So, the teacher has provided the media such as photos, card, jigsaw and vlog. The student admitted that vlog is the interesting one among those media.

In sum up, Vlog has completed three aspects to be good criteria as media in teaching, problems that faced by the teacher when using vlog as media in teaching learning process, and student response are good to adopt vlog as media in learning

B. Discussion

In this session, the researcher discusses about the findings and the relation with the theory according to the research questions of the use of Vlog in English teaching and learning process at MTs. Al Fatich Tambak Osowilangon Surabaya. First research question, researcher uses theory from the practice of language teaching that the interesting media which can can stimulate the student to be more creative in learning process, here the researcher uses the theory of R.

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Richards, Schmidt, Platt, & Schmidt. The second research question, researcher uses theory from Engida about the difficulties of using video media in teaching- learning process[41]. Then, the last research question, the research uses theory from Choral responding are likely a function of more opportunities for students

A. The Use of Vlog in English Class

For the first research question, the researcher has collected the data about the teachers' strategy in using vlog as media in teaching learning process. Strategy here can be called as the method that used by the teacher in using the vlog. Method here is considered as general principles, educational, and management strategies for classroom instruction.[42] So here the method is one of the ways to deliver the material to the student in order to reach the goal, that understands the material and use it for the real life. In this research, the teacher's strategy is one of the important things that consider the used of vlog become effective media in delivering the media. It consists of the ways teacher communication, organize, collect and give the task to the student in the classroom. Moreover, planning strategies is used to help

[41]Engida, T, Doctoral Disertation "ICT-enhanced Teacher Development Mode", (UNESCO International Institutefor Capacity Building in Africa (IICBA). Addis Ababa, Ethiopia 2011)

[42] www.blog.cognifit.com/teaching-style/.com

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the learner for arranging the learning process like the setting goals and goals for studying.

In research findings were explained by researcher that English teacher in teaching learning process, the teacher focused in the classroom tasks constitute the main focus of instruction. According to R. Richards, Schmidt, Platt, & Schmidt, classroom task is defined as an activity that (a) is goal-oriented, (b) is content focused, (c) has a real outcome, and (d) reflects real-life language use and language need. [43] So, the strategy that used by the teacher is called as task based learning which collaborate speaking, grammar and also vocabulary in the lesson. Not only that the activities that set by the teacher are related with the real life and it has goal and also content focus. That's mean that the topic that will be delivered by the teacher will be clear.

By task based learning, teaching methodology emphasize student autonomy and student-centered instruction as effective ways of learning. It is caused the students will take much of their own responsibility in learning, they are actively involved in shaping how they learn, there teacher–student and student–student interaction, from this strategy can make an abundance of brainstorming activities, pair work, and small-group work and the teacher's role is more like a partner in the learning process,

[43] Shehadeh .Ali and Christine Coombe. "Introduction: From Theory to Practice in Task-Based Learning" 2003. 1

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an advisor, and a facilitator of learning.[44] Task-based instruction is an ideal tool for implementing these principles in the L2 classroom. For instance, research has shown that task-based pair and group activities that are generated by students or are sensitive to students' preferences ensure not only that students who take responsibility for much of the work but also that students have greater involvement in the learning process. At the same time, such activities free the teacher to focus on monitoring students and providing relevant feedback.

Furthermore, the teacher prepared course activities tin order to increase students' creative, initiative and critical thinking, So, in this strategy is suitable for that because their will have a small group discussion for efficient condition. One of goal of this strategy is to make students formed a group discussion to learn deeply. Each student of a group has responsible for helping teammates learn the course.

B. Difficulties Faced By The Teacher To Use Vlog As Media

For the second research question, data was collected to answer related the difficulties that faced by the teacher while applying vlog as media in teaching learning process. The information is gotten from the teacher through interview after teaching and learning process. Here will be discussed from the findings and correlated with several

[44] Shehadeh .Ali and Christine Coombe … 4

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theories.

1. The facility of school

   According to Earthman, school facilities had an impact on teacher effectiveness and student performance. Older facilities had problems with noise level and thermal environment. Therefore, the age of school buildings played an important part in students' performance[45] Moreover, Educational resources are means through which information is effectively communicated from the teacher to the learners. In the school settings, textbooks, all types of buildings (academic and non-academic), equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, computers, and library and laboratory materials make up important school facilities that are required for effective learning. Vlog as media is one of the powerful device that students can use to learn new skills and more advanced version of current lessons. In other word, the facility has great impact to support an effective learning and also can create student performance.

2. Maintenance and Troubleshooting

   This is a common projection concern and complication; there are several key factors to consider as to why your projector is currently or may overheat. However one fact still remains – projectors run hot; 98% of projectors on the market (LCD) currently use traditional lamps and bulbs as their light engine. These bulbs produce a tremendous

[45]Acharya. L. M and Ram Krishna Maharjan. "Instructional Facilities in Secondary Level School of Banke District, Nepal" December 2017. 2

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amount of heat and can easily reach temperatures of 200-300 degrees while in operation. It is very critical that you maintain a clear space around the projector so that ydo not restrict or even limit the airflow into the projector or there is a very good chance projector will keep overheating. Projectors require two very important basic needs; steady supply of fresh clean power and air supply[46] so, by keeping the projectors in that condition the percentage of the troubleshooting of LCD is decrease.

C. Students Response Using Vlog As Media In Learning Process

Based on the finding, there were four classes that taught by vlog as media in learning process. Those are IX (A,B,C,D) classes. There were the factors that influence the student's response in using vlog. Those are the personality factor and the material that explained. From personality factors, the student of IX A dan IX B are in boarding school program, which means they stay in the boarding school and it is not permitted to bring hand phone or even laptop. So, in this case the student IX A and IX B are rare to touch technological tool. While for the class of IX C and IX D, they are in regular classes. So, after the lesson of the school is finished, they will go home. They are everyday touching, using technological tools like hand phone and laptop or many more. From that case, it is shown that there is differentiate of personality factors in here. In the IX A and IX B classes, the students were focused and paid attention to the video that shown, the students who were passive can be counted. It is only 1 until 2 students who

[46]www.ssidisplays.com/your-projector-overheating-tips-and-tricks-avoid/

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were passive in the class. While in the IX C and D, the students who were actively response were many students. The students who were passive in the classroom were 3 students. I may be caused differentiate of using technology. So, it can impact to the student's response.

The second factors, it can be caused by the material that used by the teacher

In IX A and IX B classes, the material is related with activity which is interesting. While in the IX C and IX D classes, the teacher used language function. It might be make the response of the students is different.

So, to solve those problems, the teacher used choral response. Choral response is a verbal repetition strategy that encourages students to respond in unison when prompted with a cue by an instructor. The oral response can be either to answer a question or to repeat something said by the teacher. The choral response allows the teacher to determine if most students understand a concept. This response is used by the teacher to checking the student understands the material. So, this response can work well in whole class or small group instructional settings, and can be lead by a teacher, assistant, or even a student.

Choral response can be used to firm students' background knowledge when introducing new content, to gauge learning throughout a lesson, and to provide a brief end-of- lesson review. Choral response can be used effectively with any curriculum content. Those are the criteria that should be done:[47]
a. each question, problem or item presented

[47]www.centeril.org/choralresponse

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has only one correct answer;
b. each question can be answered with a brief oral response or phrase
c. the material is suitable for a lively paced presentation.

By using this method, the teacher can check the understanding of the students, even they are passive in the class.

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CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion following the finding of the study that has been done. The first section is the conclusion of the research finding then the second is the suggestion dealing with the objectives of teaching and learning process

A. Conclusion

From the research that has been done about the use of vlog in teaching learning process: a case study at MTs. Al Fatich Tambak Osowilangon Surabaya. The researcher concluded that:

Using Vlog as media in teaching learning process is greatly help teachers in preparing learning material and attract student in maximizing the learning process because with vlog the student will learning by doing. It is great to improve their ability especially in learning English. In here the teacher using task based to use the vlog as media in teaching. It is started with introduction, task, process, evaluation, and conclusion. The difficulties face by the teacher are limitation of the facility that support the teaching learning media, maintenance and troubleshooting of multimedia, in this case the teacher doesn't know well about using LCD projector. The response of the student when the teacher using vlog is they are very interest with the media, the student actively response what the teacher asks. In understanding the material, vlog is the media that support the student to help them become moreactive, understand and more focus to the lesson.

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B. Suggestion

Based on the result of this research, the researcher presented suggestions as the following:

1. For Teacher
   Teachers should introduce the concept media that will be used to the students. This will help them to know how the lesson will be going. Furthermore, by using vlog it can motivate the students to be active in the class, especially in enriching the knowledge of their students. The result of this study to other future teachers or lecturers would be great
2. For Future Research
   This research has tried to collect and analyze the data. Further researcher is suggested to investigate more deeply about teaching using vlog. Furthermore, the similar topic can be conducted for the next research in different English skill.

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