



## Students' Perception of Using V-Blog on Fostering Their Self-Esteem in Speaking Skills

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### Abstract

This study aimed to find out students' perception of using video blog on fostering their self-esteem in speaking skills. This research used a quantitative design. The population in this study were tenth grade students at SMA Negeri 1 Kapur IX. The total population in this study was 190 students and 6 students were taken randomly from each class with a total sample of 36 students. The instrument used in this study is a questionnaire with collected data using a closed-questionnaire and there were 30 statement items arranged based on indicator. Researcher used excel to analyze the data. The findings show that student perceptions are in the positive category with a total average of 3.21. Therefore, it can be concluded that tenth grade students of SMA Negeri 1 Kapur IX have a positive perception of the use of v-blog on fostering their self-esteem in speaking skills.

### Keywords:

*Perception, V-Blog, Self-Esteem, Speaking Skills*

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## INTRODUCTION

Speaking is one of the skills in English, which means speaking an activity that someone does in life to interact with each other. Speaking is the primary means of oral communication in society (Linse and Nunan's, 2006). Then it can be said that, speaking plays an important role in our daily lives as a communication system and is also an important element in the process of the social interaction. Additionally, speaking is part of everyday life, without speaking humans would have difficulty socializing, every human being produces thousands of words every day (Thornbury, 2005). Speaking skills are very important in terms of improving communication skills, showing integrity, and improving one's personal image.

To achieve success in speaking, there are two aspects that need to be considered, namely linguistic and non-linguistic aspects (Syakir, 2007). In the linguistic aspect, it discusses prioritizing good pronunciation, grammar, vocabulary,

general speed of speech, etc. Meanwhile, in the non-linguistic aspect include, personality dimensions, such as self-esteem and extroversion. The linguistic aspect is the one that teachers and lecturers focus on the most out of these two aspects. Non-linguistic issues are frequently overlooked or missed throughout the learning process, the use of non-linguistic representations is the most underutilized teaching technique (Chandler, 2007). Non-linguistic elements are influences originating from human psychology and are referred to as factors that improve speaking ability, one of these is self-esteem.

Self-esteem is the view or value that a person subjectively gives to himself as a whole. This view is based on one's own beliefs and opinions. Self-esteem is one of the major factors that determine how people see themselves or their self-concept, and it plays a significant role in determining human behavior (Afari et al., 2012). Self-esteem also is important for facilitating good communication with other people. Self-esteem can make someone more confident in speaking and also make someone more successful in communicating their ideas, thoughts and feelings.

Meanwhile, in the modern era, technology is a medium that can make things easier for humans in anything, including in the world of education. One medium that might make learning easier is video blogs. Technology that can improve and make students express without feeling judged when speaking is technology like video blogs. video blogs can increase students' enthusiasm for learning by providing a fun and accessible learning process, can increase students' creativity, increase self-confidence, and video blogs significantly improve students' speaking skills (Maulidah, 2017).

## **RESEARCH METHOD**

The researcher chose qualitative as the research design. In this research, the researcher want to find out students' perception of using video blog on fostering their self-esteem in speaking skills. The participants in this research were the tenth graders of SMA Negeri 1 Kapur IX and samples were taken from 36 students. The type of sample used is simple random sampling to obtain quantitative data by selecting randomly without paying attention to the strata in the population.

The instrument used is a questionnaire. The questionnaire in this research are from Ronsberg (1965) and Alkathiri (2019). The researcher also added several items proposed by Rosnberg and Alkathiri according to the researcher's needs. Researcher took data from a questionnaire with 30 statements which students filled in via Google Form. The researcher took was to enter the class and explain about video blogs. Then, the researcher gave assignments to students to create video blog. Researcher gave directions to students to upload assignments into Google Drive. After that, the researcher gave a questionnaire in the class and do not forget to give instructions in answering the questionnaire. Finally, the questionnaire is collected by the researcher.

After collecting data, researcher analyzed the data through several steps, such as processing the data that had been collected by clarifying the data that had been obtained based on its categories. Then, the researcher displays the data where the data that has been obtained is then analyzed and a report is made based on the formula that has been created. Finally, the data obtained is made in the form of conclusions.

## RESULT AND DISCUSSION

### *Research Finding*

The student perception questionnaire consists of 30 statements that require student responses in the form of an agreement scale of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). The population of this study is the tenth grade of SMA Negeri 1 Kapur IX. There are 6 classes: X. E1, X. E2, X. E4, X. E5, and X.E6. The researcher took 6 students in each class to be used as samples. Therefore, the sample was carried out randomly. The questionnaire was filled up by the students through Google Form with the result in the table below.

**Table. Students' Perception of Using V-Blog on Fostering Their Self-Esteem in Speaking Skills**

No	Statements	N%				Mean	Category
		SA	A	D	SD		
<b>Goal Commitment</b>							
1	Because of video blogs, I do not want to give up on practicing speaking.	21 58.3%	10 27.7%	5 13.8%	0 0%	3.44	Very Positive
2	Video blogs make me feel more enthusiastic and purposeful in practicing speaking English.	17 47.2%	16 44.4%	2 5.5%	1 2.7%	3.36	Very Positive
3	I have a firm commitment to speak English fluently.	19 52.7%	15 41.6%	2 5.5%	0 0%	3.47	Very Positive
4	I am consistent and punctual in making this video blogs assignments to improve my speaking skills.	16 44.2%	19 52.7%	0 0%	1 2.7%	3.38	Very Positive
<b>Responsibility</b>							
5	Video blogs make me more responsible in practicing speaking English.	16 44.2%	19 52.7%	1 2.7%	0 0%	3.41	Very Positive
6	Video blogs allow me to be ready to accept advice from others, if I make a mistake.	16 44.2%	19 52.7%	1 2.7%	0 0%	3.41	Very Positive
7	I create and complete speaking assignments on video blogs as well as possible.	19 52.7%	15 41.6%	2 5.5%	0 0%	3.47	Very Positive

8	Video blogs make me more creative and brave in choosing vocabulary when speaking.	15 41.6%	19 52.7%	1 2.7%	1 2.7%	3.33	Very Positive
Self-Improvement							
9	Video blogs make me feel more comfortable and more confident when speaking English, compared to speaking directly in front of people.	17 47.2%	16 44.4%	2 5.5%	1 2.7%	3.36	Very Positive
10	After I made several video blogs, I thought this would be a good strategy to practice my English speaking skills.	17 47.2%	18 50%	1 2.7%	0 0%	3.44	Very Positive
11	Because of video blogs, I can find out my potential and interest in speaking English.	14 38.8%	19 52.7%	3 8.3%	0 0%	3.30	Very Positive
12	After making video blogs, I feel my speaking ability is better than before.	16 44.4%	15 41.6%	5 13.8%	0 0%	3.30	Very Positive
Interest							
13	Video blogs make me think that I like speaking English in front of the camera, compared to speaking directly in front of people.	13 36.1%	18 50%	4 11.1%	1 2.7%	3.19	Positive
14	I am interested in speaking through video blogs.	11 30.5%	19 52.7%	6 16.6%	0 0%	3.13	Positive
15	I am very enthusiastic about speaking through video blogs.	13 36.1%	14 38.8%	9 25%	0 0%	3.11	Positive
16	I will be happy when my teacher gives video blog assignments compared to the assignments in the module.	9 25%	17 47.2%	8 22.2%	2 5.5%	2.91	Positive
Pride							
17	After I made a few video blogs, I feel proud of	12 33.3%	17 47.2%	6 16.6%	1 2.7%	3.11	Positive

	myself for it.						
18	Video blogs make me feel more competent in speaking English compared to other friends.	10 27.7%	15 41.6%	9 25%	2 5.5%	2.91	Positive
19	I feel superior and have good quality in speaking on video blogs.	7 19.4%	18 50%	10 27.7%	1 2.7%	2.86	Positive
20	Because of video blogs, I believe I can be successful with my English speaking skills.	9 25%	19 52.7%	7 19.4%	1 2.7%	3	Positive
21	I can speak on video blogs as well as most people.	7 19.4%	21 58.3%	7 19.4%	1 2.7%	2.94	Positive
Patience							
22	I feel patient when making video blogs.	14 38.8%	16 44.2%	3 8.3%	3 8.3%	3.13	Positive
23	I made video blogs carefully.	11 30.5%	19 52.7%	5 13.8%	1 2.7%	3.11	Positive
24	I do not get emotional when my friends criticize my video blog assignments.	13 36.1%	16 44.2%	5 13.8%	2 5.5%	3.11	Positive
25	I am not in a rush to make video blogs.	11 30.5%	22 61.1%	2 5.5%	1 2.7%	3.19	Positive
Motivation							
26	I feel motivated speaking English when making video blogs.	10 27.7%	23 63.8%	2 5.5%	1 2.7%	3.16	Positive
27	Video blogs encourage me to be more diligent in speaking English.	11 30.5%	19 52.7%	5 13.8%	1 2.7%	3.11	Positive
28	Speaking on video blogs encourages me to appreciate and love myself.	16 44.2%	19 52.7%	1 2.7%	0 0%	3.41	Very Positive
29	I am not embarrassed to ask other people to improve my English speaking skills.	12 33.3%	20 55.5%	4 11.1%	0 0%	3.22	Positive
30	After making video blogs, I am not afraid to try to speak English because	16 44.2%	16 44.2%	2 5.5%	2 5.5%	3.27	Very Positive

	mistakes are part of the learning process.						
Total Mean						3.21	Positive

**Table. Summary Score of the Data**

No	Indicators	Item Number	Mean	Category
1.	Goal Commitment	1,2,3,4	3.41	Very Positive
2.	Responsibility	5,6,7,8	3.40	Very Positive
3.	Self-Improvement	9,10,11,12	3.35	Very Positive
4.	Interest	13,14,15,16	3.08	Positive
5.	Pride	17,18,19,20,21	2.96	Positive
6.	Patience	22,23,24,25	3.13	Positive
7.	Motivation	26,27,28,29,30	3.23	Positive
Total Mean:			3.21	Positive

Based on the table above, for the research question regarding students' perception of using v-blog on fostering their self-esteem in speaking skills, the answers to the 30 statements present positive responses from students with the final average score was 3.21. The majority of tenth grade students at SMA Negeri 1 Kapur IX have a positive perception of the use of v-blogs.

There are 7 indicators in this questionnaire. The indicator with the highest average is goal commitment with an average of 3.41 and is in the very positive category. then followed by the responsibility indicator with an average of 3.39 in the very positive category. In third place is self-improvement with an average of 3.35 in the very positive category. Then, the motivation indicator with a mean of 3.23 in the positive category. Next, patience indicator 3.13 in the positive category. Followed by the interest indicator 3.08 in the positive category. The lowest average is the pride indicator with an average of 2.96 in the positive category. Based on the data above, it means students' perception of using v-blog on fostering their self-esteem in speaking skills are positive.

**Discussion**

This research was aimed to to find out students' perception of using video blog on fostering their self-esteem in speaking skills. The result of this study is the students have positive perceptions of using video blog on fostering their self-esteem in speaking skills on the tenth grade students at SMA Negeri 1 Kapur IX. This finding was confirmed by Astuti (2020) concluded that students' perception was category "Positive" perception towards using vlog to improve their speaking ability.

From the findings, the total mean score obtained was 3.21 and this was in the positive category. The majority of students had a positive perception of this study. It supported by Watkins (2012), he said video blogs increase student talk time. This means that video blogs can help students to be more confident and active in speaking. In addition Rakhmanina (2017), said video blogging can improve student performance and student learning motivation. This also means that the aspects or

indicators of the questionnaire are related to each other. not only in student performance and motivation, but also includes all aspects or indicators of self-esteem, social interaction, self-confidence, and especially communication skills or speaking skills. It is proven that video blogs can foster self-esteem in students regarding speaking skills. It is proven that the majority of students have a strong commitment to practicing English with video blogs. Students are more responsible in practicing English, students also complete video blog assignments as fully as possible without rushing and fostering an attitude of being ready to accept suggestions and criticism from others. The majority of students agree that vlogging is a good strategy for learning to speak English. Apart from that, students are also more confident in speaking English in front of the camera compared to speaking directly in front of people. The most important part is that video blogging can foster a sense of pride and self-love.

## CONCLUSION

Based on the findings, it can be concluded that students' perception of using v-blog on fostering their self-esteem in speaking skills found positive results. There are 7 indicators in the questionnaire, namely, goal commitment, responsibility, self-improvement, interest, pride, patience, and motivation. Based on the results obtained, the goal commitment indicator has the highest average score, namely 3.41 with a very positive category and the lowest average is found in the pride indicator with an average score of 2.96. Even though the pride indicator gets the lowest average, it is still in the positive category. Many students had favorable perception of this. It has been found that the final score of the mean contained in the data is 3.21 and shows that there is a positive response from students regarding the use of v-blogs on fostering their self-esteem in speaking skills.

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