THE USE OF VIDEO BLOG
TO LEARN ENGLISH VOCABULARY

UNDERGRADUATE THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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Malang, 17 Juli 2017

The Researcher

ABSTRACT

Mamuko, Ephifania. 2017. **The Use Of Video Blog To Learn English Vocabulary.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Putu Dian Danayanti Degeng, S.S, M.Pd

Keywords: Vocabulary, Technology, Social Media (YouTube), Vlog.

Vocabulary mastery always becomes one of the very complex tasks in the foreign language learning process. Vocabulary is regarded as the hardest challenge for English Foreign Language learners (EFL). Mehta (2009) states that "vocabulary is the first and foremost important step in language acquisition." Learning and technology cannot clearly separated, people find the use of English using technology. One kind of technologies people can use is internet, such as YouTube. In YouTube there is a shortened version of the word Video Blog called as Vlog. Vlog is also regarded as an exciting learning resource for EFL learners to practice the language and get authentic exposure. Therefore, the current study is intended to explore the use of embedding Vlog to learn the English vocabulary for undergraduate students at Faculty of Cultural Studies, Brawijaya University, Malang.

This research uses descriptive qualitative method. In order to do so, checklist was adapted from Olubanke M Bankole, Stephen O. Babalola(2012). The subjects of this research were three undergraduate students of Faculty of Cultural Studies, Brawijaya University, Malang. This research uses two instruments, interview and observation checklist.

The finding showed that Vlog can help the students to learn new vocabulary, the students are interested in developing their vocabulary load using Vlog. By watching English Vlog, the students can learn new vocabulary, and practice it well. Vlog also has positive impact for their academic work, because it provides usefull information for their assignment. The researcher suggests for further researchers to get more respondents and study different focus such as The influence of Vlog for another language skills.

ABSTRAK

Mamuko, Ephifania. 2017. **The Use Of Video Blog To Enhance Undergraduate Students Vocabulary.** Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dr. Putu Dian Danayanti Degeng, S.S, M.Pd

Kata Kunci : Kosakata, Tekhnologi, Media Sosial (YouTube), Vlog

Penguasaan kosakata selalu menjadi salah satu tugas yang sangat kompleks dalam proses belajar bahasa asing, kosakata dianggap sebagai tantangan terberat bagi pelajar bahasa Inggris. Mehta (2009) menyatakan bahwa "kosa kata adalah langkah penting pertama dan terpenting dalam perolehan bahasa." Pembelajaran dan teknologi tidak dapat dipisahkan dengan jelas, orang dapat menemukan penggunaan bahasa Inggris dengan menggunakan teknologi. Beberapa teknologi yang bisa digunakan orang adalah internet, seperti YouTube. Di YouTube ada versi singkat blog dalam video yang disebut Vlog. Vlog adalah salah satu sumber yang berguna yang berperan significanct dalam pendidikan dan juga dianggap sebagai sumber belajar yang menarik bagi pelajar bahasa Inggris asing (EFL) untuk mempraktikkan bahasa dan mendapatkan eksposur otentik. Oleh karena itu, penelitian saat ini dimaksudkan untuk mengeksplorasi penggunaan Vlog dalam pembelajaran bahasa Inggris untuk meningkatkan kosa kata bahasa inggris bagi mahasiswa di Fakultas Ilmu Budaya,Universitas Brawijaya.

Penelitian ini menggunakan metode deskriptif kualitatif. Untuk melakukannya, checklist diadaptasi dari Olubanke M Bankole, Stephen O. Babalola (2012). Subjek penelitian ini adalah 3 orang mahasiswa Fakultas Ilmu Budaya, Universitas Brawijaya, Malang.

Penelitian tersebut menunjukkan bahwa Vlog dapat membantu siswa untuk belajar kosa kata baru, para siswa tertarik untuk mengembangkan muatan kosa kata mereka menggunakan Vlog. Video juga membawa bagaimana orang berperilaku dalam budaya yang bahasanya mereka pelajari. Dengan menonton Vlog bahasa Inggris, para siswa dapat mempelajari kosakata baru, dan mempraktikkannya dengan baik. Vlog juga memiliki dampak positif bagi karya akademis mereka, dan terkadang bisa membantu siswa mendapatkan informasi untuk tugas mereka. Peneliti memberi saran kepada para peneliti lainnya untuk mencari lebih banyak responden, dan mempelajari focus yang lain seperti pengaruh Vlog terhadap kemampuan bahasa inggris lainnya.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of the study

English is considered as official language in a large number of countries. English is the best option for communication among people from different language backgrounds. Therefore, by learning English, people will have access to the wider world and receive a lot of knowledge. Krashen (1982) stated that there are three main factors that can influence second language learners in their learning process ; personality factor which concerns with self-confidence and self-esteem, attitudes, and motivation. Motivation in particular can affect foreign language learners, it shows when the learners have low motivation it can make their learning process harder.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components, while language skills are listening, speaking, writing, and reading. Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Vocabulary is the basic competence that must be reached by

students in order to get other competencies like reading, writing, listening, and speaking. Mehta (2009) states that "vocabulary is the first and foremost important step in language acquisition." It means that in learning foreign languages, students usually learn vocabulary first before they master more complex structure. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991, p.117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In other words the first component that should be mastered for language learner in learning language especially English is vocabulary.

Nowadays, teaching and technology cannot clearly separated, people can find the use of English using technology. One kind of some technologies people can use is internet, such as films, books, music, and most website are spoken and created in English like as YouTube. Internet is one kind of media that use spoken and written language to communicate. Internet has social networking as the development. All of people in the world use social networking to get information, interact, and communicate with their friends. Not only for workers but students also use social networking to get information about the newest thing that happens in the world. Social networking sites are web-based services that allow individuals to construct a public or semi- public within a bounded system, articulate a list of other users with whom they share a connection, view and traverse their list of connection

and those made by others within the system. They are simply human artificial profile on the internet (Boyd an Ellison, 2008, p.211).

One of the example of the use of internet is YouTube. YouTube is one of the most popular social networking and also becomes a place for everyone to watch everything they want, upload, share, view add to favorites. YouTube is a video sharing website that allow users to share and view videos (Dean, 2008, p.231; Weinberg, 2009, p.292). It is a popular video server for sharing online videos and is mainly used for online entertainment. The writer chooses YouTube because it is the second rank most popular social networking sites in the world on 2016, 1.000.000.000 estimated unique monthly visitors (http://www.ebizmba.com/articles/social-networking-websites). You Tube is currently booming with millions of users, and also has many benefits. Although the main function of YouTube is not for educational use, but recently English learning channels are already presented, like in Video Blog.

In YouTube there is a shortened version of the word Video Blog or video log that called as vlog, or vlog is a form of blog which the medium is video. A vlog is essentially a blog that consist of video footage. The vlog category is popular on Youtube. There is also called as vlogging and vloggers. Vlogging refers to the process of creating a vlog, usually filming, and Vlogger is a person who keeps a Vlog. Vloggers can make vlogs to express everything they want from their daily life, sport, music, news, tutorials, information, and others. Every vloggers have individual own style in making vlogs.

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As using Vlog on YouTube to learn English is still a fresh idea. Vlog is one of the useful resource that play significanct role in education and also regarded as an exciting learning resource for English Foreign Language (EFL) learners to practice the language and get authentic exposure. YouTube offers an ideal platform through which to incorporate audio blogs into the classroom and instructors can use such blogs to manage oral assignments, interact with learners and to evaluate performance outcomes (Comac, 2008). Using Vlog, which are mainly watched for entertainment purposes, can be the right impulse for catching their attention and interest when studying a foreign language. The last reason for Vlog in English lessons, is the fact that most of today's children live part of their life on the Internet.

Video can be used as an aid to teach the four components namely grammar, vocabulary, pronunciation and spelling. Rice (1993) says that video has so much to offer. Furthermore, Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in culture whose language they are learning. It enables students to have authentic experience in controlled environment. Learn more vocabulary through the accessibility of a wide variety of enjoyable visual lesson that positively affect students memory storage. Vocabulary is one the serious problem that learners have within the context of English learning because it requires more than just knowing the meaning of the word, but how to use this word in the context with correct pronunciation. The problem is that most of English learners encounter many difficulties in reading texts, communication, in understanding the whole message

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of discourse because of learners have not sufficient amounts words as well as the lack of vocabulary knowledge. Vlog is considered as an interesting learning resource, learners can learn from natives vlog like daily activities, sport, music, tutorials, vacation,and there are so many other contents that can help learners to enhance EFL leraners' vocabulary. As Godwin-Jones (2007, p.16) indicates ''the clips provide a huge multimedia library of real language use by real people, a potentially rich resource for language learning or corpus collections''. It means, the Vlogs that are available on YouTube contain a large number of native speakers in a real life situation of language use, additionally, plenty of substantial resources, a collection of written and oral texts that can enhance the quality of language learning. Thus, the researcher recognized that YouTube has many implementations and potentials in term of accessibility, motivation and collaboration, providing content and information, which enhances speaking and listening, and improves learners' vocabulary. EFL learners also can memorize and recognize many active an unfamiliar words with their meaning and function faster, and for a longer time.

There are some criteria of a good Vlog, people enjoy watching videos rather reading content. Vlogs are more interactive and descriptive. With the correct use of visual effects and a little hard work in producing good videos, it can teach the audiences in a better way. Vlogs are best for tutorial blogs. Tutorials blogs usually require a lot of text in them. If the purpose is to teach someone it can use Vlogs rather publishing a huge compilation of text. This will help the viewers keep engaged in the content. All vloggers need good speaking skills. **Define the Ideal**

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viewers, it is important to know who will be watching Vlog. For example, Vlog about living intentionally. Thus, the ideal viewers are people who are interested in exploring minimalism so they can clear the path toward more meaningful lives. If vloggers want to make video about a newborn baby growing up, the ideal viewers are probably friends and family. If vloggers want to make video about education, so the ideal viewers are students. **Add Value,** the Vlog must has value to its viewers' lives. This is the only way it will get great quality viewers to the site.

Based on the phenomenon above, in this study the researcher wants to analyze the influence and the use of vloggers' video in YouTube to teach vocabulary. The researcher decides to carry out a research on "The Use of Vlog for Undergraduate Student's Vocabulary" using descriptive qualitative. The researcher use previous study from Yuen F (2015) about "Teachers' and students' perceptions towards the use of YouTube videos in an English classroom." There are some similarities and differences. One of some similarities is the previous study also used YouTube as the topic for the research, and one of the differences is the subjects. In this research the subjects are three students from different study programs at Faculty Of Cultural Studies, Brawijaya University. The result of this research can be beneficial sources. First, this is essential for the writer to obtain a further understanding in the influence of vloggers' video on YouTube for undergraduate students' vocabulary, what vocabulary they use. The strengths and weaknesses in learning vocabulary from vlog on YouTube can be distinguished from this study. Next, the result of this study

can be useful for readers to increase their knowledge about language phenomenon in the real life.

1.2   Problem of The Study

According on the background of the study, the research problem is stated as follows:

"How is the influence of vloggers' video for undergraduate students' vocabulary?"

1.3   Objective of The Study

Related to the problems of the study above, the objectives of the study is stated as follows:

"To find out the influence of Vlog on YouTube to enhance undergraduate students vocabulary."

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1.4 Significance of The study

This study is very important for many reasons. First, because it will bring some benefit in the field of English learning and teaching in general. So, the finding can help to obtain the new insights and thoughts from the students towards using of YouTube Videos as supporting materials to develop their vocabulary and to make learning English more attractive and involved. Also, it can aid students to enhance their teaching instruction besides the use of textbooks to help students to learn English in an appropriate way. Another reason, it will help future researchers to use references of this work to aid them in their future research.

1.5 Scope and Limitation

Based on the problem, the writer focuses on the use of Vlog on YouTube to learn English vocabulary. This research conducted for the undergraduate students at Faculty of Culture Studies.

1.6 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Youtube is an American video-sharing website. The site allow users to upload, view, rate, share, add to favorites, report and comment on videos

2. Vlog is a shortened version of the word video blog or video log., or it is a form of blog which the medium is video.

3. Vocabulary is words which are used by people to express their feelings in social networking especially in YouTube

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of related literature. It is divided into seven sub chapters: The nature of vocabulary, Kinds of vocabulary, The important of vocabulary, Social media, Definition of YouTube, Definition of Vlog, Previous Study.

2.1 The Nature of Vocabulary

Vocabulary is very important for us to use a language. We can not develop the four language skill namely listening, speaking, reading and writing without having vocabulary. Vocabulary can help the students increase their speaking, writing and reading abilities, if they have enough vocabulary. It is easy for them to comprehend the text or appreciate the meaning of the text. Therefore when the students English vocabulary mastery or knowledge is limited, they will find difficulty in using English for the purposes of communication. Vocabulary is the basic skill that students should master and it is supported by Thornburry (2002:13) that without vocabulary nothing can be conveyed. The importance of vocabulary can be seen from the statement of Cameron (2002:98) who said that "vocabulary is important to master, in fact, before a student masters about grammar. Grammar ties closely into vocabulary in learning and using the foreign language. Vocabulary learning is central to language acquisition, whether the language is

first , second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching (Murcia, Marianne (2001:285)

There are some definition of vocabulary proposed by linguist experts, Hornby (2000: 147) defines vocabulary as : (1) all the words that a person knows os uses ; (2) all the words in particular language; (3) the words that people use when they are talking about a particular subject; (4) a list of words with their meaning. It means that a language that people use to talk a certain topic consists of a number of words.

Vocabulary is a part of language that underlines the understanding of the language itself as stated by Nunan (1991:101) that vocabulary is more than list of target language ords. Vocabulary is a part of language system. The quality of learners' vocabulary influences the four language skills. Renadya (2002:255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak , read , and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words. From these definitions, vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world.

2.2 Kinds of Vocabulary

There are some different types of vocabulary. Lewis and Hill (1997:44) divide vocabulary into two types; active and passive vocabulary. Active vocabulary is the

words that the students can understand, pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that the students recognize and understand when they occur in context, the learners cannot produce correctly by themselves. Knowing a vocabulary item is not a simple process, it is not only simply memorizing the word. The students to add the word to their active vocabularies they need to know the context in which it can occur, the possible and impossible collocations of word.

As to Harmer (1998), productive vocabulary is recognized as the stock of words that the speakers comprehend and can produce correctly in their speaking and writing. It is used in both oral and written forms. Thus, students can produce words actively retrieving it from memory to convey their ideas and attitude to others. For that reason, it is addressed as an active vocabulary (Webb, 2005). Also, ''the active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly'' (Szpotowicz and Kurpaska, 2012, p. 99). In other words, productive vocabulary comes in two forms, writing or speaking when one's practices the language concerned with the ability of students to recall the words that are actively used either in writing or speaking. According to Nation (2001), passive vocabulary refers to the words that foreign learners can recognize and comprehend, but quite difficult to recall it and use it. Passive vocabulary usual find by learners in reading or listening.

To sum up, vocabulary constitutes in four categories which are divided into two units, speaking and writing vocabulary, in contrast, listening and reading vocabulary.

Meanwhile, speaking vocabulary is the words that people produce and utilize in speech. While writing vocabulary is a set of words that one's use in a different forms of writing such as essay, story. On the other hand, reading vocabulary is word in printed text that people can comprehend and recognize when reading.

2.3 The Importance of Vocabulary

Vocabulary is one of the language skills that important in learning a language. Vocabulary mastery becomes the requirement of successful communication. Vermeer in Schmitt (1997:140) states knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. It can be stated that in interaction of language the main important point understands the meaning. Grammar knowledge does not absolute in understand the language.

Petty (1980: 286) says:

> ...studies on teaching vocabulary have shown that some teaching efforts causes students to learn vocabulary or successfully than does not teaching effort, that any attention to vocabulary development is better than none...it is possible to note accumulating evidence to dispel the widely held notion that having students "read, read, read" is a satisfactory method for teaching vocabulary.

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Interpreting from quotation above, it can be said that efforts has important role in successful learning vocabulary. More read and read will be better in successful learning vocabulary.

McCarthy in Schmitt (1997:140) states that no matter how well the students learnt grammar , no matter how successfully the sound of L2 are mastered without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. McCarthy (1997) said that the important element in learning second language is vocabulary. No matter how grammar mastered well, without vocabulary students cannot communicate in second language.

From the statement above, vocabulary is very important to be mastered by students in learning foreign language. Vocabulary is the main key to understand the foreign language. Students must master vocabulary well before they master other skills.

2.4 Social Media

Social media is an online media, which the users could easily participate, share, and create content includes blogs, social networking, wikis, forums and a virtual world. Blog, wiki, and social networking are some forms of social media that commonly used by people around the world. Andreas Kaplan and Michael Haenlein (2010) define social media as "a group of internet-based applications that are built on the Foundation of ideology and technology of Web 2.0, and that allow the creation and exchange of user-generated content".

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While internet and mobile phone technology become more advanced, then any social media growing rapidly. For example to access YouTube now can be done anywhere and anytime just by using a mobile phone. So, how quickly people can access social media led to the phenomenon of the current informations not only in developed countries but also in Indonesia. Social media technology takes a variety of forms including magazines, internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, photos or images, videos, ratings and social bookmarking.

Kaplan and Haenlein creating classification schemes for the various types of social media in their business Horizons articles published in 2010. According to Kaplan and Haenlein there are six types of social media. The first is Project Collaboration Allow the users of website to be able to modify, add, or remove me-content. Content in the website. for example is Wikipedia. The second is Blog and Microblog, users are free in expressing something in this blog such as vent or criticizing government policies, for examples are facebook,twitter. The third is Content, the users of this website can share mutual content. The content of the media, such good videos, eBooks, images, and other, for example is YouTube. Social networking sites, applications that allow a user to connect and create a personal information so the users can connect with other people. The personal information could be a photograph in the facebook. Social virtual world, virtual world where users feel living in a virtual world, the same as the virtual game world, interacting with others. However, the virtual social world more free, and more toward life, such as second life.

People as social media users can freely edit, add, modify either text, images, video, graphics, and various other content. According to Mayfield from iCrossing, social media is about being human. An ordinary people that sharing ideas, collaborating, and collaborate to create creative, think, argue, find people who can become good friends, find a partner, and building a community. The point is using social media make us become ourselves. The desire for self-actualization and creating personal branding needs.

2.5 Definition of Youtube

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The service was started as an independent website in 2005 and was acquired by Google in 2006. Videos that have been uploaded to YouTube may appear on the YouTube website and can also be posted on other websites, though the files are hosted on the YouTube server. The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created. While several companies and organizations also use YouTube to promote their business, the vast majority of YouTube videos are created and uploaded by amateurs.

YouTube videos are posted by people from all over the world, from all types of backgrounds. So, there is a wide range of videos available on YouTube. Some examples include amateur films, homemade music videos, sports bloopers, and other

funny events caught on video. People also use YouTube to post instructional videos, such as step-by-step computer help, do-it-yourself guides, and other how-to videos.

Since Google offers revenue sharing for advertisement clicks generated on video pages, some users have been able to turn YouTube into a profitable enterprise.

While YouTube can serve a business platform, most people simply visit YouTube for fun. Since so many people carry digital cameras or cell phones with video recording capability, more events are now captured on video than ever before. While this has created an abundant collection of entertaining videos, it also means that people should be aware that whatever they do in public might be caught on video. If something is recorded on video, it just might end up on YouTube for the whole world to see.

2.6 Definition of Vlog

A vlog or Vlog is a blog that contains video content. The small, but growing, segment of the blogosphere devoted to vlogs is sometimes referred to as the vlogosphere. Some bloggers have included video content for years. However, vlogging is becoming more common as equipment becomes cheaper and supporting software and hosting and aggregation sites become more prevalent. Both Yahoo and Google feature video sections and many MP3 players, such as the hugely popular iPod , support video.

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Anyone with access to a video-capable camera and a relatively recent computer with a high-speed connection can create a vlog and publish and distribute it online. Here's how:

1. Make your video and save it as a file on your computer. You can use easily available software, such as Windows Movie Maker, QuickTime or iMovie (for Apple systems).

2. Compress your video file. Movie Maker, iMovie, Avid Free DV and Final Cut Pro are among the programs you can use to do this.

3. Set up a blog. Feedburner and Blogger.com are popular blog hosting sites.

4. Make a screen capture of an image from your video to display in your blog.

5. Get your actual video content published online. Internet Archive, BlipTV and OurMedia are free hosting services.

6. Create your blog entry. Add the image and link to your video.

7. Get an RSS feed with enclosures and publish your blog at Feedburner or a similar site.

The vlogosphere is a very democratic arena. Unlike mainstream media, such as television or commercial Web sites, vlogs are not, for the most part, created to make money. As a result, vloggers are free to make their content about whatever they desire, no matter how controversial or esoteric the topic. Vlogging gives average citizens an audience and a chance to make their voices heard.

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In a BBC News article called "The year of the digital citizen," Jo Twist discusses the potential of vlogging and podcasting to provide a venue for public discourse: "The changing nature of news offers a diversity of voices, sources, and choice... and lets anyone join in global and local conversations." Vlogs are often distributed through RSS feed s. Video content distributed in this way is sometimes called a vodcast or a vidcast

2.7 Previous Studies

The study of social media have conducted Yuen, F (2015) in her thesis "Teachers' and students' perceptions towards the use of YouTube videos in an English classroom." There are similarities and differences between this study and the present study. The differences are she used all kinds of English video in YouTube that have educational contents, she used both qualitative and quantitative research methods to explore the issues related to the students' and teachers' perceptions towards the use of YouTube videos in class. The method used is questionnaires with open-ended questions. The subjects of her research are the students and teachers in Hong Kong from different primary schools but studying and teaching in the same tutorial centre. The subjects of the present study are undergraduate students at the same university and faculty who like watch YouTube especially Vlog. The present study use only qualitative research as the method to explore the use of Vlog for undergraduate students' vocabulary. The present study use three instruments for the research. The first is interview, the second is observation checklist, and the third is questionnaire. The

similarities from the previous study and the present study are both of the researchers deal with social media as the topic for the research. The previous study and the present study explore the use of YouTube videos to teach students' vocabulary. The previous study also used qualitative research as the method, and questionnaire as the instrument.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, setting and subject, research instrument, data collection, data analysis, and triangulation. This part is compiled as a research methods to the research.

3.1 Research Design

In doing this study, the researcher used qualitative approach. Cresswell (1998, p.15) defines qualitative approach as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. Qualitative research according to Richard, (2003) a qualitative research is more suitable for examining and learning such a phenomenon as it focuses on the issue that happens in natural background. The data was analyzed by describing from the data that were recorded or transcribed as closely as possible, it does not involve numerical data. This study used descriptive qualitative as design. This research used descriptive qualitative because this research concerned on the use of Vlog to enhance undergraduate students' vocabulary in Faculty of Culture Studies, Universitas Brawijaya.

3.2 Setting and Subject

The setting of this study is Faculty of Cultural Studies, Universitas Brawijaya, Malang. The subjects of the observation are three undergraduate students of the different study programs, two students from English education program, and one student from English literature program. The consideration why the researcher only chose these three students from different study program because before the researcher chose them, the researcher did preliminary study. The researcher gave three questions in a paper for thirty percent students of thirty students from English literature and thirty students from English education program by using some basic questions such as whether they have a friend who like and always watching Vlog, whether their friend who like watching Vlog has a good English skills, question number three is if the students' answer between number one and number two did not match, so whether they have a friend who like watching Vlog and has a good score and good English skills. After gave those three questions to the students, the researcher got fourteen students from English literature, and ten students from English education. Then, the researcher tried to contact those twenty four students and did oral interview with them. The researcher asked for their score and what kind of vlog they like to watch. From the oral interview, the researcher choose three students from English literature, and three students from English education. Those six students are the students who have good score in English and the vlog that the like to watch are suitable with vlog that the researcher chose, they like watching daily vlog. From those six students, three students

could not be the subjects for this research because they were not stay in Malang. Those three students are internet addict , they always using social media, they watch YouTube, they knows about Vlog and often watch it, sometimes they made his own Vlog.

Table 3.1 Unstructured Questions

No.	Question	Answer
1.	Do you have a friend who like watching Vlog ?	
2.	Do your friend who like watching Vlog has a good English skill?	
3.	If the answer between number 1 and 2 are different, so do you have a friend who like watching Vlog and has a good score in English?	

3.3 Research Instruments

The researcher used two instruments to collect the data in observation. The first instrument was interview, the second instrument was observation checklist, Camera, the researcher used camera to check verb and documentation to take a picture of the activities during take the data. The researcher used sound recorder to record the interview session with the students. With the sound recorder the researcher could replay, it helped to understand and transcript the interview data easily.

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3.3.1 Interview Guide

Interview is a face-to-face interaction between interviewee and interviewer. It is widely used and it is handled carefully, it can be a powerful technique in having accurate information of the interviewee otherwise unavailable. Interviews are conversations (Kvale, 1996). Kvale defines qualitative research interviews as "attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world prior to scientific explanations. At the same time, if the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication. Interview is directed by one in order to get information from other. The interview guideline helps the researcher to collect the data from the student. In this research, the interview uses close-ended questions. "More or less close-ended questions are brought to the interview situation in the form of an interview guide" (Flick, 1998 p. 94). This interview consists of 27 questions related to the student and Vlog. The questions about the acces to the Internet, frequency of watch Vlog, Source of the internet access, hours spent on the internet weekly, students' experience on the internet. The interview guide adapted from Olubanke M Bankole, and Stephen O. Babalola (2012). The interview consisted of three columns. First column contain 7 general dimension of student's profile, access to the internet, frequency of watch Vlog, source of the internet, hours spent by the student, student's experience, student's perception and constraint. Second column is a sub-dimentions about statements from the experts.

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Table 3.2   Blueprint Interview Guideline

No.	Dimensions	Subdimensions	Questions
1	Student's Profile	Place IPK Score Vocab	
2	Acces to the Internet and Source of the internet access	Have or not acces to the internet…………………	Do you have an access for the internet ? …………….
3	Frequency of watch Vlog	How often they watch Vlog on YouTube……….	Do You watch Vlog on daily ? ……………..
4	Hours spent on the internet weekly	How many hours that the student spend on the internet	Do you spend less than 2 hours a week for access internet ? …………….
5	Student's experience on the internet	How Long the student has been watched Vlog	Do you watch Vlog less than a year ? ………….
6	Student's perception on watching Vlog	How about student's opinions after watching Vlog	Does Vlog bring any advantages than the disadvantages ? ……………...
7	Student's constraint and limitation when watching Vlog	Is there any constraints and limitation faced by the student ?	Is there internet connectivity in your campus ? …………….

3.3.2 Observation Checklist

According to Nana Sudjana (2010) observation is a concentration activity of attention to an object by using sensory tools. Sugiono (2008) stated that his technique is used when the research deals with the behavior of the process work, nature and symptoms if the respondent is not too large.To conduct the observation the reasearcher uses observation checklist to help the researcher while she was observing the student. The observation checklist adopted from Olubanke M Bankole, Stephen O. Babalola(2012).

Table 3.3 Checklist Instrument

No	QUESTION	YES	NO	NOTE
1.	Do you watch YouTube or not ?			
2.	Do you know what is Vlog ?			

3.4 Data Collection

The relevant data is organized and arranged based on the topic of research questions related to the use of Vlog for student. The data collected through interview, observation, and questionnaire. The following are the steps that will be conducted by the researcher in collecting the data.

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1. Conducting the observation in *Faculty of Cultural Studies*. The researcher conducted observation about the student who have access to the internet, and social media like YouTube with observation checklist instrument.

2. Conducting a face-to-face interview with the student who have watched YouTube or knew about Vlog. The researcher used the interview guide instrument to collect the data from the student about the access and frequency the students used internet. While conducting the interview, the researcher record interview from the students' explanations, the researcher transcript the conversation during the interview. The researcher make a blueprint to help the research arrange the interview question.

3. Analyzing data from interview result and observation checklist The researcher will transcribe the interview result, and after that the research analyze the interview from the students and divide into several part then related answer of the students with the theory that the researcher used. For the observation checklist the result just checklist and the questions adjust with theory, the result of observation checklist is complete the data interview.

3.5 Data Analysis

The next step is data analysis, after collecting the data from all the instrument. The purpose of data analysis is to organize the data , explore the meaning, the information and also to answer the research questions.

1. Data reduction

Data reduction refers the process whereby the mass of qualitative data you may obtained from interview transcripts, field notes, observations etc are reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. "Data reduction refers to the process of selecting, focusing, simplifying, abstracting,and transforming the data that appear in written up field notes or transcriptions." (Miles and Huberman 1994). At these stage, try and discard all irrelevant information, but to ensure that the researcher has access to it later if required, as unexpected findings may need you to re-examine some data previously considered unnecessary.

2. Data display

To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection.

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The data of this research are the access to the Internet, Frequency of watch Vlog, Source of the internet access, hours spent on the internet weekly, Student's experience on the internet. All the data were displayed in the form of table .

3. Conclusion drawing/verification

The last process is drawing conclusion or verification. The researcher should begin to develop the conclusion about the topic of the use of Vlog for undergraduate student's vocabulary. Then this conclusions have verified to check the validity of the findings in order to support the accuracy. The analysis should allow the researcher to begin to develop conclusions regarding researcher's study. These initial conclusions can then be verified, that is their validity examined through references to the three instruments using data triangulation.

3.6 Validity Of The Study

This research will be done by triangulation technique. It is as the part of qualitative research design that must any in this research. It is conducted to make sure about the result of this research and also to make sure that the result of this research can be responsibilities of the truth. According to Denzin (2010) triangulation can and should play a major role in monitoring and evaluation. It means that this technique is needed to crosscheck the several part of this research start from research method, data source, data collection, until data analysis. Furthermore, the aim of this technique is to

confirm the finding in this study. In addition, it is conducted to compare and crosscheck the truth of the result in this research. Denzin also say that triangulation can reinforce the validity of a finding, which makes it much easier to explain and justify. That is why, triangulation technique is used by researcher to validate and crosscheck the truth of the result in this research.

According to Denzin (2010) there are four types of triangulation such as: data triangulation, methods triangulation, investigator triangulation, and theory triangulation. The first one is data triangulation. It means that it is to validate the data source of this research study is suitable with the reality on the field. Second one is methods triangulation. It means that to validate the method use in this research is suitable with this research. The third one is investigator triangulation. It uses to validate the truth of the researcher who conducts this research. The last is theory triangulation. It means that it is to validate the suitability of the theory use in this research study. Finally, those are several ways to validate the truth and the suitability with the reality and it is to make this research really clear. The researcher made blueprint for interview guide and observation checklist and then they were validated by Mrs. Dian Novita Dewi, M.Li. The purpose of this validation is to validate that the instruments used is valid and the data is accurate.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents two sections, namely finding and discussion. The first section discusses the finding on the use of Vlog for undergraduate students vocabulary, in faculty of cultural studies at Universitas Brawijaya Malang. The data collected from observation checklist and interview are discussed based on the theory from Olubanke M Bankole, and Stephen O. Babalola (2012). Thesecond section is the discussion related to the interpretation of the finding of the study. Each of those is discussed in details, as follows.

4.1 Findings

This subchapter presents the findings of data collected by observations and interviews. The main data was obtained by conducting the interview, oral interview with three strudents : J, E and I based on survey from some students in English education and Literature program who have good scores, who like watch Vlog and those who said that Vlog gives them positive impact or influence their vocabulary. The researcher use observation checklist in order to complete the data. The interview with three students were conducted on 31st May. After giving interview to the three students, the result were used to investigate the use of Vlog to the undergraduate students' vocabulary.

4.1.1 The Result of Interview and Observation with the Students

The researcher conducted interview and observation checklist with three students. The questions and answers of the interview were used English. The answers of the three students were almost had the same results and the results are describe below.

The first dimension was about access to the internet and source of the internet. It consisted of some questions like have or not access to the internet, where the students get access to the internet, do the students used internet or not, does access internet has some functions, do the students watch YouTube or not, do the students know what is Vlog, have the students watch Vlog, and do the students like watch Vlog. The questions from first dimension started from number 1 until 12. For the first dimension the researcher asked some questions about the internet access, this was because the internet access was used to access the social media. They had same answers, they had access for the internet and they access internet from their mobile phones, laptop. In addition, two students can access internet at their boarding house and one student access internet at home, but both of them often go to the library so they can access internet from university library. Besides, the three students said that the internet has some functions because, through internet they could search or browsed anything they need, they can search many things beyond their imagination. Then, the researcher asked if they watch YouTube or not? the answers from the three students were the same. They watched YouTube, two of them watched YouTube everyday, and the other one watched Vlog

on weekly. They knew about Vlog, they usually watched it, and they liked watch Vlog.

The students said that nowadays Vlogs were very popular among adults especially for undergraduate students. There were so many interesting contents about people daily activities. The students watched English Vlog, so they were not only learn about the words but also the culture from the native. Daily Vlog is not only give the students newest information, information about the culture of the language that they learn, improving their vocabulary knowledge, but also helped them to learn and practice about how the natives speak, and communicate each other,

The second dimension is about frequency of watching Vlog. The question is how often the students watch Vlog on YouTube, do they watch Vlog on daily, monthly, or weekly. Student J watched Vlog on daily especially if she had spare time and feel bored. Student I also watched Vlog on daily because for her watch Vlog is her daily activity, student E watched Vlog on weekly.

The third dimension is about hours that the student spent for access the internet. The question was how many hours that the students' spent on the internet, do they spend 2 hours a week, 2-4 hours a week, 5-6 hours, 7-9 hours, 10-20 hours, or above 20 hours a week for access internet.   The answers from the three students were the same, they spend above 20 hours a week for access internet because everything in this world need internet.

The fourth dimension was about students experience in using Vlog. It consisted of some questions. The first question was how long the students had been watched

Vlog, do they watch Vlog less than a year, 1-2 years, 3-4 years, or above 5 years. The second questions were does Vlog can help the students to get information for their assignments, does Vlog can help the students to find information for their research works, and does Vlog has positive impact for students' academic works. The next questions were can the students learn new vocabulary by watching Vlog, can Vlog improve students' vocabulary and help them to practice it well, do the students prefer use their times for studying or wasting on social activity like watching Vlog. The answers were almost the same, they said that Vlog sometimes could help them to get information for their assignment, and it had positive impact for their academic work. Because all the Vlog that they watch in English, they could learn new vocabulary, improved their vocabulary, and practice it by watching Vlog. Two of them prefer use their time for watching Vlog, they also said that by watching Vlog they could learn many things and know the newest information in the world. One of them said that watching Vlog was her side activity after studying.

The next for fifth dimension was about students' opinion after watching Vlog, does Vlog bring any advantages than the disadvantages, and does Vlog bring a bad influence for undergraduate students. The three students had the same answers. They said that watching Vlog brought any advantages, they could learn many things and everything from there, they could know the newest information, Vlog could entertain the students when they feel tired after studying and feel bored. Vlog did not bring a bad influence for undergraduate students because watching Vlog people can see people

daily lives, and it depended on their perspectives because Vlog actually gives so much good content in YouTube.

The last dimension was about students' constrain and limitation when watching Vlog. The questions were do the students spend their money for internet connectivity expensively, do the students have lack of time for accessing internet, and do they have a good electricity supply. The three students said that the money they spent on internet depended on their situation, sometimes they used wi-fi rather than data connection. They thought the price is in medium price. Two students said that they do not have lack of time for accessing internet, but one student said that she has lack of time for accessing internet because she also focus on her thesis.

4.2 Discussion

The subchapter presents the discussion of the study on the use of Vlog for undergraduate students' vocabulary. The analyzing describe below.

4.2.1 The Use of Vlog To Learn English Vocabulary

Internet is one kind of media that use spoken and written language to communicate. All of people in the world use social networking to get information, interact, and communicate with their friends. Not only for workers but students also use social networking to get information about the newest thing that happens in the world. Based on the data results, students have free access to them 24 hours a day. The findings from the first dimension showed that the students had access to the internet

and they always used internet to access some social media. The students showed that internet had become their part of life. YouTube is one of the most social media that access by the students, and Vlog became the most favorite content that the students choose to watch everyday. For the second dimension the researcher asked about how often the students watch Vlog. The findings showed that the three students watch Vlog almost everyday. Two students said that they watch Vlog on daily especially when they had spare time or feel bored, for them watch Vlog are their daily activity. One of them said that she watch Vlog on weekly because, she still focused on her thesis. But, she always watch Vlog after she finished their work. The second dimension showed Vlog is their favorite content. It shows that beside we can learn through watching, Vlog also entertain the students. Learn through Vlog does not make the students feel bored. Most of their times, they spent for watch Vlog. It showed in third dimension. The fourth and fifth dimensions showed that Vlog has more advantages rather than the disadvantages. Vlog can help the students get information for their assignment, has positive impact for their academic work, they can learnt new vocabulary, improve their vocabulary, and practice it well. There are some constrain and limitation faced by the students when using internet to watch Vlog. In the sixth dimension the students highlighted several problems that they faced when using the Internet like, the money that they used for internet sometimes little bit expensive, lack of time for accessing internet, and problems on connectivity and downloading. Although there are some problems that faced by the students, it does not change the fact that internet is part of people daily lives.

One of the most significant findings of the study was the popularity of YouTube especially Vlog among students, which matches the web traffic reports by Alexa (2015) and it is the second rank most popular social networking sites in the world on 2016, 1.000.000.000 estimated unique monthly visitors (http://www.ebizmba.com/articles/social-networking-websites). The data finding shows that the technological aids develop the ability of the students to master some vocabulary load.

The students prefer to see and listen to the language being spoken because they get bored from the traditional method and the formal teaching of dictation and handouts. So, Vlog take the advantage of being a meaningful and enjoyable tool that is breaking the routine and involve the learners directly with the atmosphere of practicing English. Since Vlog became very popular among teenagers and adults, and the students always watch it everyday, getting more understanding of the use of the tool would enable them to extend their language learning experience in their own time. Although the main function of Vlog is not for educational use, but based on the data finding Vlog has any disadvantages for the students. By watching English Vlog , they can get and learn new vocabulary that used by the native, Vlog can improve students' vocabulary and make them can practice it well, because when the students watch Vlog, they will watch about people daily lives. Many English vloggers always make some videos that related to the newest information in the world, make some videos about tips and tricks,etc. So, Vlog is not only for entertain the students but the students can learn

many things from there. Another advantage of the Vlog is that make the students more enthusiastic in learning English, and Vlog has positive impact on students' academic work.

Vlog will boost the motivation of the learners more than the printed texts because the new generation is familiar with the use of new technologies that raise their curiosity as a real and authentic input. Vlog can be one of the best educating and entertaining resources that bring a good learning environment. Otherwise, the exposure to YouTube videos linked psychological, unconsciously with the stream of speaking process, especially the exposure to native speakers videos which is a good source to learn vocabulary that mainly motivate the students and get them get interested and give them the opportunity to learn the authentic language in the context which helps English Foreign Language learners to listen in a way of pronouncing a word that can be stored in long-term memory, this is what the data results show.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion of the present study. The conclusion is obtained from the result of the study, while the suggestion is taken from the recommendation from the researcher and the others.

5.1 Conclusion

This research is conducted to know the use of Vlog to learn undergraduate students' vocabulary. The researcher used interview and observation checklist that was helping the researcher to check the students' perception of the students towards the use of Vlog. Since social media plays an increasingly important role in the daily lives of college students in the digital age, it is important to pay attention to the use of social media in college learning. From what has been discussed through the finding results, This study confirmed the educational potential of Vlog on YouTube as it is popular among students, and believed Vlog has positive influence for students in learning vocabulary. Vlog has given the students the opportunity to recognize many new words and enhance their vocabulary knowledge.

There are some experts talking about the use of video and social media to enhance students' vocabulary. YouTube offers an ideal platform through which to incorporate audio blogs into the classroom and instructors can use such blogs to

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manage oral assignments, interact with learners and to evaluate performance outcomes. Using Vlog, which is mainly watched for entertainment purposes, can be the right impulse for catching their attention and interest when studying a foreign language. The students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in culture whose language they are learning.

The findings and results indicated that the students of English learners show their interest and positive affirmation towards the importance of Vlog as a tool to enhance their vocabulary. Vlog represents a new way of authentic input that assists students in their educational setting which offers English Foreign Language learners with diverse information and knowledge which give them an extra help in their English studies. Through this study, the researcher can say that Vlog it can be one of the motivational and beneficial and exciting learning resources that can break the routine and raise students vocabulary. Also, it has a positive impact on learning English as well. Besides, watching videos are creating good atmosphere that make learners showing most eager interest to follow the English class.

5.2 Suggestion

The researcher has some suggestions to the readers after conducted this research. It hopefully can help the readers and the future researchers to get better while conducting the research in the same field. EFL learners emphasized the

importance of vocabulary as their major concern. So, it should be given more time to teach vocabulary and students must focus on learning vocabulary since their first exposure to it in the middle School and meanwhile, teachers should support them to develop and consolidate it at university level too.

For English teachers, they should be aware that the use of the technological resources require a training in order to embodied curriculum goals. For this end, teachers should be involved in the technological training program. Most of students are not satisfied with the traditional method of teaching. According to them, English is a vivid language. Hence, it is recommended to survey the students' viewpoints about how to use Vlog or authentic YouTube videos in which teachers can provide learners with CD of various English situations explained by native-speakers to increase their knowledge in a natural context to contribute to their learning needs.

For the students, they should be autonomous by having a sense of responsibility towards their English learning and keeping on trying to induce themselves to use their active vocabulary and not to be afraid of making mistakes because it is a part of learning development process. Finding and selecting the appropriate and valid videos is the most important step for both teachers and students. For this sake, we suggest that it would be good to subscribe to channels that deliver reliable educational lessons to improve learning and teaching. The researcher suggests for further researcher to get more respondents, and found different focus such as the influence of Vlog for another English skills.

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Table of Blueprint Interview Guideline :

Dimension	Subdimension	Question
1. Student's Profile	- Place - IPK - Score Vocab	
2. Acces to the Internet, and Source of the internet access	- Have or not acces to the internet - Where the student gets the access for the internet - Used internet or not - Function of accessing internet - Watch YouTube or not - Know Vlog or not	- Do you have an access for the internet ? - Do you access the internet from mobile phone ? - Do you access the internet from laptop ? - Do you get access the internet at home ? - Do you get access the internet from University digital cent ? - Do you get access the internet from university library ? - Do you use internet or not ? - Does access internet has some functions? - Do you watch YouTube or not ? - Do you know what is Vlog ? - Have you watch Vlog ? - Do you like watch Vlog ?
3. Frequency of watch Vlog	- How often they watch Vlog on YouTube	- Do You watch Vlog on daily ? - Do You watch Vlog on monthly ?

				- Do You watch Vlog on bi monthly ? - Do You watch Vlog on weekly ?
4.	Hours spent on the internet weekly	- How many hours that the student spend on the internet	- Do you spend less than 2 hours a week for access internet ? - Do you spend 2-4 hours a week for access internet ? - Do you spend 5-6 hours a week for access internet ? - Do you spend 7-9 hours a week for access internet ? - Do you spend 10-20 hours a week for access internet ? - Do you spend above 20 hours a week for access internet ?
5.	Student's experience in using Vlog	- How Long the student has been watched Vlog	- Do you watch Vlog less than a year ? - Do you watch Vlog 1-2 years ? - Do you watch Vlog 3-4 years ? - Do you watch Vlog above 5 years ? - Does Vlog can help you to get information for your assignment ? - Does Vlog can help you to find information for your research work ?

			- Does Vlog has positive impact for your academic work ? - Do you can learn new vocabulary by watching Vlog ? - Does Vlog can improve your vocabulary and help you to practice it well ? - Do you prefer use your time for studying or wasting on social activity like YouTube ?
6.	Student's perception on watching Vlog	- How about student's opinions after watching Vlog	- Does Vlog bring any advantages than the disadvantages ? - Does Vlog bring a bad influence for undergraduate student ?
7.	Student's constraint and limitation when watching Vlog	Is there any constraints and limitation faced by the student ?	- Is there internet connectivity in your campus ? - Do you have your own internet connectivity ? - Does the money that you used for your internet connectivity is expensive ? - Do you have lack of time for accessing internet? - Do you know how to watch Vlog ?

- Do you have a good electricity supply ?

Table of Interview and Observation Checklist :

NO.	QUESTIONS	YES	NO	NOTE
1	Do you have an access for the internet ?			
2	Do you access the internet from mobile phone ?			
3	Do you access the internet from laptop ?			
4	Do you get access the internet at home ?			
5	Do you get access the internet from University digital cent ?			
6	Do you get access the internet from university library ?			
7	Do you use internet or not ?			
8	Does access internet has some functions ?			
9	Do you watch YouTube or not ?			
10	Do you know what is Vlog ?			
11	Have you watch Vlog ?			

12	Do you like watch Vlog ?			
13	Do You watch Vlog on daily ?			
14	Do You watch Vlog on monthly ?			
15	Do You watch Vlog on bi monthly ?			
16	Do You watch Vlog on weekly ?			
17	Do you spend less than 2 hours a week for access internet ?			
18	Do you spend less than 2-4 hours a week for access internet ?			
19	Do you spend less than 5-6 hours a week for access internet ?			
20	Do you spend less than 7-9 hours a week for access internet ?			
21	Do you spend less than 10-20 hours a week for access internet ?			
22	Do you spend above 20 hours a week for access internet ?			
23	Do you watch Vlog less than a year ?			

24	Do you watch Vlog 1-2 years ?			
25	Do you watch Vlog 3-4 years ?			
26	Do you watch Vlog above 5 years ?			
27	Does Vlog can help you to get information for your assignment ?			
28	Does Vlog can help you to find information for your research work ?			
29	Does Vlog has positive impact for your academic work ?			
30	Do you can learn new vocabulary by watching Vlog ?			
31	Does Vlog can improve your vocabulary and help you to practice it well ?			
32	Do you prefer use your time for studying or wasting on social activity like watching Vlog ?			
33	Does Vlog bring any advantages than the disadvantages ?			

34	Does Vlog bring a bad influence for undergraduate student ?		
35	Is there internet connectivity in your campus ?		
36	Do you have your own internet connectivity ?		
37	Does the money that you used for your internet connectivity is expensive ?		
38	Do you have lack of time for accessing internet ?		
39	Do you have a good electricity supply ?		
40	Do you face problems on connectivity and downloading ?		

Result from Interview guideline and Observation checklist from students :

Student J

NO.	QUESTIONS	YES	NO	NOTE
1	Do you have an access for the internet ?	✓		
2	Do you access the internet from mobile phone ?	✓		
3	Do you access the internet from laptop ?	✓		
4	Do you get access the internet at home ?	✓		
5	Do you get access the internet from University digital cent ?	✓		
6	Do you get access the internet from university library ?	✓		
7	Do you use internet or not ?	✓		
8	Does access internet has some functions ?	✓		
9	Do you watch YouTube or not ?	✓		
10	Do you know what is Vlog ?	✓		
11	Have you watch Vlog ?	✓		

12	Do you like watch Vlog ?	✓		
13	Do You watch Vlog on daily ?	✓		
14	Do You watch Vlog on monthly ?	✓		
15	Do You watch Vlog on bi monthly ?	✓		
16	Do You watch Vlog on weekly ?	✓		
17	Do you spend less than 2 hours a week for access internet ?	✓		
18	Do you spend less than 2-4 hours a week for access internet ?		✓	
19	Do you spend less than 5-6 hours a week for access internet ?	✓		
20	Do you spend less than 7-9 hours a week for access internet ?	✓		
21	Do you spend less than 10-20 hours a week for access internet ?		✓	
22	Do you spend above 20 hours a week for access internet ?		✓	

No	Question	Yes	No	Remarks
23	Do you watch Vlog less than a year ?		✓	
24	Do you watch Vlog 1-2 years ?	✓		
25	Do you watch Vlog 3-4 years ?		✓	
26	Do you watch Vlog above 5 years ?		✓	
27	Does Vlog can help you to get information for your assignment ?	✓		
28	Does Vlog can help you to find information for your research work ?	✓		
29	Does Vlog has positive impact for your academic work ?	✓		
30	Do you can learn new vocabulary by watching Vlog ?	✓		
31	Does Vlog can improve your vocabulary and help you to practice it well ?	✓		
32	Do you prefer use your time for studying or wasting on social activity like watching Vlog ?	✓		I prefer use my time watching Vlog

33	Does Vlog bring any advantages than the disadvantages ?	✓		
34	Does Vlog bring a bad influence for undergraduate student ?		✓	
35	Is there internet connectivity in your campus ?	✓		
36	Do you have your own internet connectivity ?	✓		
37	Does the money that you used for your internet connectivity is expensive ?	✓		
38	Do you have lack of time for accessing internet ?	✓		
39	Do you have a good electricity supply ?	✓		
40	Do you face problems on connectivity and downloading ?		✓	

Student I

NO.	QUESTIONS	YES	NO	NOTE
1	Do you have an access for the internet ?	v		Sometimes wifi own kuota
2	Do you access the internet from mobile phone ?	v		
3	Do you access the internet from laptop ?	v		
4	Do you get access the internet at home ?	v		
5	Do you get access the internet from University digital cent ?	v		
6	Do you get access the internet from university library ?	v		
7	Do you use internet or not ?	v		
8	Does access internet has some functions ?	v		
9	Do you watch YouTube or not ?	v		
10	Do you know what is Vlog ?	v		
11	Have you watch Vlog ?	v		

No	Question			
12	Do you like watch Vlog ?	v		
13	Do You watch Vlog on daily ?	v		
14	Do You watch Vlog on monthly ?		v	
15	Do You watch Vlog on bi monthly ?		v	
16	Do You watch Vlog on weekly ?	v		
17	Do you spend less than 2 hours a week for access internet ?		v	Actually more than 2 hours
18	Do you spend less than 2-4 hours a week for access internet ?	V		
19	Do you spend less than 5-6 hours a week for access internet ?		v	
20	Do you spend less than 7-9 hours a week for access internet ?		v	
21	Do you spend less than 10-20 hours a week for access internet ?		v	
22	Do you spend above 20 hours a week for access internet ?	V		
23	Do you watch Vlog less than a year ?		v	

No	Question	V	
24	Do you watch Vlog 1-2 years ?		v
25	Do you watch Vlog 3-4 years ?	V	
26	Do you watch Vlog above 5 years ?		v
27	Does Vlog can help you to get information for your assignment ?	V	
28	Does Vlog can help you to find information for your research work ?		v
29	Does Vlog has positive impact for your academic work ?	V	
30	Do you can learn new vocabulary by watching Vlog ?	V	
31	Does Vlog can improve your vocabulary and help you to practice it well ?	V	
32	Do you prefer use your time for studying or wasting on social activity like watching Vlog ?	V	
33	Does Vlog bring any advantages than the disadvantages ?		v

34	Does Vlog bring a bad influence for undergraduate student ?		v
35	Is there internet connectivity in your campus ?	v	
36	Do you have your own internet connectivity ?	v	
37	Does the money that you used for your internet connectivity is expensive ?	v	v
38	Do you have lack of time for accessing internet ?		v
39	Do you have a good electricity supply ?	v	
40	Do you face problems on connectivity and downloading ?	v	

Student E

NO.	QUESTIONS	YES	NO	NOTE
1	Do you have an access for the internet ?	v		
2	Do you access the internet from mobile phone ?	v		
3	Do you access the internet from laptop ?	v		
4	Do you get access the internet at home ?	v		
5	Do you get access the internet from University digital cent ?	v		
6	Do you get access the internet from university library ?	v		
7	Do you use internet or not ?	v		
8	Does access internet has some functions ?	v		
9	Do you watch YouTube or not ?	v		
10	Do you know what is Vlog ?	v		
11	Have you watch Vlog ?	v		

12	Do you like watch Vlog ?	v		
13	Do You watch Vlog on daily ?		V	
14	Do You watch Vlog on monthly ?		V	
15	Do You watch Vlog on bi monthly ?		V	
16	Do You watch Vlog on weekly ?	v		
17	Do you spend less than 2 hours a week for access internet ?		V	
18	Do you spend less than 2-4 hours a week for access internet ?		V	
19	Do you spend less than 5-6 hours a week for access internet ?		V	
20	Do you spend less than 7-9 hours a week for access internet ?		V	
21	Do you spend less than 10-20 hours a week for access internet ?		V	
22	Do you spend above 20 hours a week for access internet ?	V		Internet is 24/7 for me because everything in this world needs internet.
23	Do you watch Vlog less than a year ?	V		

No	Question			
24	Do you watch Vlog 1-2 years ?	V		
25	Do you watch Vlog 3-4 years ?		V	
26	Do you watch Vlog above 5 years ?		V	
27	Does Vlog can help you to get information for your assignment ?	V		
28	Does Vlog can help you to find information for your research work ?		V	
29	Does Vlog has positive impact for your academic work ?	V		
30	Do you can learn new vocabulary by watching Vlog ?	V		
31	Does Vlog can improve your vocabulary and help you to practice it well ?	V		
32	Do you prefer use your time for studying or wasting on social activity like watching Vlog ?	V		
33	Does Vlog bring any advantages than the disadvantages ?	V		

34	Does Vlog bring a bad influence for undergraduate student ?		V	
35	Is there internet connectivity in your campus ?	V		
36	Do you have your own internet connectivity ?	V		
37	Does the money that you used for your internet connectivity is expensive ?	V	V	The money I spent on internet depends on my situation
38	Do you have lack of time for accessing internet ?		V	
39	Do you have a good electricity supply ?	V		
40	Do you face problems on connectivity and downloading ?	V		Yes!!!

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS BRAWIJAYA FAKULTAS ILMU BUDAYA

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Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Ephifania Novelia Mmamuko
2. NIM : 135110501111054
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : The Use of Video Blog To Learn English Vocabulary
6. Tanggal Mengajukan : 24 November 2016
7. Tanggal Selesai Revisi : 31 Juli 2017
8. Nama Pembimbing : Dr. Putu Dian Danayanti Degeng, S.S, M. Pd
9. Keterangan Konsultasi*)

No	Tanggal	Materi	Pembimbing	Paraf
1.	24 November 2016	Pengajuan Judul	Dr. Putu Dian D. D, S.S, M. Pd	
2.	29 November 2016	Persetujuan Judul	Dr. Putu Dian D. D, S.S, M. Pd	
3.	3 Desember 2017	Outline Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
4.	19 Januari 2017	Bab I, II, dan III	Dr. Putu Dian D. D, S.S, M. Pd	
5.	6 Februari 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
6.	15 Februari 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
7.	7 Maret 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
8.	3 Maret 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
9.	6 April 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
10.	11 April 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
11.	17 April 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
12.	9 Mei 2017	ACC Sempro	Dr. Putu Dian D. D, S.S, M. Pd	
13.	23 Mei 2017	Seminar proposal	Dr. Putu Dian D. D, S.S, M. Pd	
14.	2 Juni 2017	Revisi Bab I, II, III	Dr. Putu Dian D. D, S.S, M. Pd	
15.	5 Juni 2017	Konsultasi bab IV dan V	Dr. Putu Dian D. D, S.S, M. Pd	

16.	7 Juni 2017	ACC Semhas	Dr. Putu Dian D. D, S.S, M. Pd	
17.	12 Juni 2017	Seminar Hasil	Dr. Putu Dian D. D, S.S, M. Pd	
18.	3 Juli 2017	Revisi bab IV dan V	Dr. Putu Dian D. D, S.S, M. Pd	
19.	17 Juli 2017	ACC Ujian Skripsi	Dr. Putu Dian D. D, S.S, M. Pd	
20.	2 Agustus 2017	ACC Penjilidan	Dr. Putu Dian D. D, S.S, M. Pd	

10. Telah dievaluasi dan diuji dengan nilai:

Mengetahui,
Wakil Dekan I

Dosen Pembimbing

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