

## **VLOGGING AS A MEDIA IN TEACHING SPEAKING DESCRIPTIVE TEXT FOR JUNIOR HIGH**

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### **ABSTRACT**

Technology and social media are an excellent addition to the English learning process since they provide opportunities for students to develop their English-speaking abilities. A vlog is one of the many mediums that may be utilized to help. The background of this study is since in the academic year 2019/2020, 36 students from one of the Public Junior High Schools in Sidoarjo, who need to strengthen their speaking skills. Some of them didn't know how to properly present their views. This study aims to learn about: (a) the use of vlogging as a learning medium for Junior High students in speaking Descriptive Text, (b) the performance of students who use vlog as a learning medium in speaking Descriptive Text, and (c) the students' reactions to using vlog as a learning medium in speaking Descriptive Text. This research is implemented a qualitative and Descriptive research Design. Interview and Students' vlog were the instruments that were applied in this research. The researcher analyzed the data using 3 steps, they are assembling the data, coding the data, and comparing the data. In each step, the researcher needs Students' and teachers' participation to complete the data. The researcher found that Vlogging can be positively used in teaching Descriptive Text, especially in speaking skill. The implementation of Vlog strongly affects them. It is hoped that boosting Vlog with smart vlogging stages and a thorough scoring reflection as feedback would enhance students' English-speaking abilities.

**Keywords:** technology, social media, vlog, students' speaking skill, descriptive text.

### **ABSTRAK**

Teknologi dan media sosial merupakan tambahan yang sangat baik untuk proses pembelajaran bahasa Inggris karena memberikan kesempatan kepada siswa untuk mengembangkan kemampuan berbicara bahasa Inggris mereka. Vlog adalah salah satu dari banyak media yang dapat digunakan untuk membantu. Penelitian ini dilatarbelakangi oleh karena pada tahun ajaran 2019/2020, 36 siswa dari salah satu SMP Negeri di Sidoarjo perlu dikuatkan kemampuan berbicaranya. Penelitian ini bertujuan untuk mempelajari tentang: (a) penggunaan vlogging sebagai media pembelajaran berbicara Descriptive Text bagi siswa SMP, (b) kinerja siswa yang menggunakan vlog sebagai media pembelajaran dalam berbicara Descriptive Text, dan (c) reaksi siswa terhadap penggunaan vlog sebagai media pembelajaran dalam berbicara Descriptive Text. Penelitian ini menggunakan desain penelitian kualitatif dan Deskriptif. Wawancara dan Vlog Siswa merupakan instrumen yang digunakan dalam penelitian ini. Peneliti menganalisis data menggunakan 3 langkah, yaitu mengumpulkan data, mengkode data, dan membandingkan data. Dalam setiap langkah, peneliti membutuhkan partisipasi siswa dan guru untuk melengkapi data. Peneliti menemukan bahwa Vlogging dapat digunakan secara positif dalam pengajaran Teks Deskriptif, terutama dalam keterampilan berbicara. Penerapan Vlog sangat mempengaruhi mereka. Diharapkan dengan meningkatkan Vlog dengan tahapan vlogging yang cerdas dan refleksi penilaian yang menyeluruh sebagai umpan balik akan meningkatkan kemampuan berbicara bahasa Inggris siswa

**Kata Kunci:** Teknologi, Sosial media, Vlog, Kemampuan berbicara siswa, Teks Deskripsi

## INTRODUCTION

As a teacher or educator, your position entails completing tasks related to the transmission of information (materials) to the target audience (learner). Teachers or educators will find it simpler to digest such knowledge or content if media is used. "Media applies to a variety of activity or business, such as the transmission of a message in the media, a magnet media, or heat in the engineering field," Sanjaya (2011) said. Using media that love by students can improve their interest in teaching- learning activities. Media is very useful for those whose have a higher imagination to encourage themselves. On the other hand; Students who are commonly using books in the teaching activity, feel bored in this circumstance. Besides, they do not pay attention to their teacher's explanation.

Learning media is necessary for students to develop their English-speaking skills. According to Oemar Hamalik (1986), quoted by Azhar Arsyad (2011:11), the use of media in the teaching process can elicit new desires, enhance learning activity, and have a psychological impact on pupils. As we know that speak English is difficult than our language. Speaking English especially in the descriptive text is needed more exercises. Firstly, we need to improve our speaking basic in English. After that, we need useful media to improve our confidence in public. When we can speak English confidently and fluently, we can find a job easily. We can choose which one the better for us, is it is a job in Indonesia or a job in foreign.

The researcher discovered some issues with English language teaching, including (a) the students' low speaking ability. The rest of them had a fair level of English, and none of them had an excellent level; (b) the students have a poor motivation to study English, and (c) the teacher continues to utilize tedious and in effective teaching strategies. The techniques that the researcher observed when they had an English subject, was not interesting; that was very outdated. The teacher taught using the conventional way. The steps which are used like: sharing the materials, give examples, and student's exercises. When teachers instruct pupils to learn through memorizing and recitation approaches, students aren't developing their critical thinking, problem-solving, and decision-making skills (Sunan et al 1994).

Identified the complexity mentioned above, it is reasonable to conclude that the English educator continues to have huge problems in the teaching and learning process. The study believes that the issues with students' speaking are created mostly by the teacher's style and the manner to encourage students' speaking,

rather than by the students' low motivation, anxiety, or inadequate vocabulary.

We stated that learning media is needed to develop the student's interest in classroom learning. Indonesian Teachers are not understood in using media. Most English teachers stated that books are the best media for their classroom learning. They are not able to follow up on the technology. They do not understand how to access the media. Besides, upgrading technologies costly and some schools cannot handle the equipment at a higher cost.

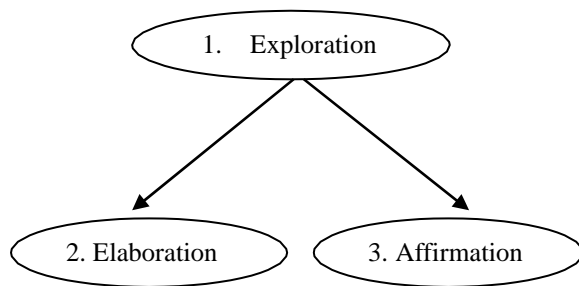
According to Azhar Arsyad (2008:10), media or materials are software that carries messages or pedagogical information that is often delivered via equipment. (Pattemore & Munoz, 2020) The one in which their searcher used Vlog as the proper medium for the students' speaking abilities.

According to the Indonesian language's encyclopedic dictionary, a video is a recording of a live picture or TV show for broadcast on a television set, or in other words, a video display of moving pictures accompanied by sound. Vlogging is a type of blogging that promotes the use of video above text or audio as a significant media source. Some gadgets, such as camera phones, a digital camera that can record video, or a low- cost camera with a microphone, are equipment that makes video blogging activities simple.

According to Ronald Anderson (2012), video media offers various advantages, such as the ability to display a specific movement back; the use of an effect improved both the learning process and the entertainment value of delivering it, and the knowledge may be delivered at the same time on multiple sites, and with the attendance of an endless number of participants, with the road placing monitors in each classroom, students may study independently.

Some of the excessive usages of video media, according to Daryanto (2011), include: The movie offers a new dimension to learning; it displays pupils moving graphics with associated sound, and it demonstrates the phenomena that I mentioned before. It means that vlogs improve student's speaking ability. They develop their speaking ability as like as their logging. When they can improve their speaking ability using vlog, we don't know, one day, they are being famous. The researcher observed the use of vlog by the teachers in increasing the students' speaking ability, based on the rationale and conclusions of several prior studies concerning the benefits of utilizing vlog as a learning tool.

The framework of vlogging is visualized in **Figure 1**.



All stages including observed the student's performance, decide the topic, scripting, students' performance, and give corrective feedback are all united in one activity namely Vlogging.

Based on the background of research above, the researcher conducted this research based on the following research questions:

1. How does the implementation of vlogging used as learning media for Junior High in speaking Descriptive Text?
2. How does the student's performance by using vlog as their learning media in speaking Descriptive Text?
3. How is the student's response by using vlog as learning media in speaking Descriptive text?

The result of this study is expected to analyze the useful medium to teach English, especially in speaking skills. It is hoped that Vlogging could be a beneficial medium for English teachers as a reference to improve students' speaking skills especially in Descriptive Text.

## 1. Learning Media

### 1.1. Definition of Learning Media

The word comes from the Latin word "media." The essential principle is conveyed viamedia, which is a carrier of communication or information. According to John D. Lathuheru (1998:14), media are the materials, tools, or methods utilized in teaching and learning activities to make the process of educational communication between instructors and students ineffective.

## 2. Vlogging

### 2.1. Differences between Video and Vlogging

According to Azhar Arsyad (2008:49), a video is a collection of images in a frame, which is projected by a projector's lens or mechanically so that the image appears on the screen. Vlogging is a type of blogging that prioritizes the use of video above text or audio as a significant media source. A range of

gadgets, such as camera phones, a digital camera that can record video, or a low-cost camera with a microphone, is equipment that makes video blogging activities simple.

## 3. Speaking Skill

### 3.1. Definition of Speaking Skill

Speaking, according to Burns & Joyce (1997) and Luoma (2004), is an interactive process of developing meaning that controls the production, transmission, and processing of information.

#### How to assess Speaking skill

This is the main part to know how fluent the students' speaking skill especially in Speaking a Descriptive Text. The researcher assesses students through the teacher. This way is caused by online meetings since the Pandemic of Covid – 19. It means the researcher hadn't a face-to-face section with the students. The researcher may also provide a score reflection to the pupils. It helps the researcher to measure the proficiency in their vlog' content. Please look at **Table 1** below:

**Table 1. Observation Question**

Proficiency area	Evaluative Criteria
Vocabulary	<ul style="list-style-type: none"> <li>- Are the students using correct and appropriate word choices?</li> <li>- Should the student employ vocabulary more suitable for an academic audience?</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>- Are the students making progress with grammar usage?</li> <li>- Do the same grammar mistakes keep happening?</li> <li>- Do grammar mistakes lead to problems discerning meaning?</li> </ul>
Pronunciation	<ul style="list-style-type: none"> <li>- Are the students making consistent and predictable</li> </ul>

	pronunciation errors? - Do these pronunciation errors make it difficult to understand what the students are talking about?
Fluency	- Are the students talking smoothly and confidently, or is the speech interrupted by long, awkward pauses? - Was the speech extemporaneous read from a manuscript?
Content	- Did the students talk for the requested amount of time? - If the vlog assignment requested reflection on a certain theme or action by a set of directions, did the students make efforts to make address this theme and/or follow directions?

These thoughts will assist students in reflecting on, but concentrating on, a number of the issues discussed. The following is the rubric:

**Table 2. Speaking Rubric**

Dimension	Score	Category	Criteria
Pronunciation (20)	13 – 20	Excellent to very good	Always accurate
	6 – 12	Good to average	Sometime accurate
	0 – 5	Fair to poor	Inaccurate most of the

			time
Fluency (20)	13 - 20	Excellent to very good	Speaking fluently
	6 - 12	Good to average	Speaking at normal speed with some pauses
	0 - 5	Fair to poor	Speaking slowly with many pauses
Grammar (20)	13 - 20	Excellent to very good	Always accurate
	6 – 12	Good to average	Sometime accurate
	0 – 5	Fair to poor	Speaking slowly with many pauses
Vocabulary (20)	13 - 20	Excellent to very good	Always accurate
	6 – 12	Good to average	Sometime accurate
	0 – 5	Fair to poor	Speaking slowly with many pauses
Comprehension (20)	13 - 20	Excellent to very good	Always accurate
	6 – 12	Good to average	Sometime accurate
	0 – 5	Fair to poor	Speaking slowly with many pauses

### 3.2. Learning about Descriptive Text

Descriptive text is a text which explains something or someone detailed. When we start to describe someone or something, we need to observe them first. We need detail information about them too.

The descriptive text has two structure texts, they are identification and description. Identification tells about the general classification of who we have to describe. We describe their name, age, where they live, etc.

After that, we need to describe them correctly. Sometimes, we describe their appearances and personality. In this part, we need to be careful. When we describe them incorrectly or do not match in real, sometimes they are offended. In descriptive text, we need to care in choosing the right vocabularies before we stated in public. A conversation between two or more persons in which questions are posed to obtain information is referred to as an interview. Interviewers must be prepared to listen on three levels.

## **METHODOLOGY**

### **a. Participant**

This analysis is implemented a qualitative and Descriptive research Design. The goal of this review is to describe and explain the outcome of using vlog as a medium for eighth-grade students in speaking descriptive text, specifically for 36 students. The researcher performed the study in the classroom, attempting to keep the circumstance or atmosphere as real as possible. The researcher functioned as a non-participant observer in this case. This indicates that the researcher was not involved in the teaching and learning process. To put it another way, the researcher solely spoke with the class's instructor and watched the teaching and learning process.

This is a research project to provide a learning medium Vlog for the topic of fundamental competency in describing a descriptive text. In light of this, the researcher conducted a direct interview with the teacher to learn more about the students' speaking abilities, particularly in Descriptive Text. The instructor was an English teacher who has been teaching here for almost seven years.

### **b. Instruments**

Before conducting the research, the researcher conducted an interview with some students and English teacher on Thursday, July 30<sup>th</sup>, 2020. The researcher explained what would be done during this research to them. The main thing explained that the researcher presented the use of Vlog in English teaching and learning activities. The researcher explained that she would give a fact that the use of vlogs in speaking English is real.

The first instrument emerged from according to Seidman: to what the participant is saying, to what the participant is expressing, and to the process and flow of the interview. On this occasion, the researcher spoke with the class's English teacher. She was the English teacher in class VIII – B. Firstly, I

asked her about how the students' speaking skills in this class. She said that almost students there was a lack of English-speaking skills. They were not interested in this spart. Only two to three students who were fluent in show of their ideas in English, although she asked her students to make a design of their speech before they were present it in front of the class.

Students' vlogs served as the second instrument. The solution to the second research question may be found in the work of the student, which includes a vlog. To begin, they should send their vlogs to the researcher, with guidance from the teacher. The researcher might then watch the vlogs and give feedback on the students' speaking abilities. This would be accomplished by employing a previously created descriptive-speaking rubric.

The teacher and researcher analyzed the results of the students' vlog performances using a Speaking rubric created by Douglas Brown.

This performance was graded on five factors: pronunciation, fluency, grammar, vocabulary, and understanding. Furthermore, they were evaluated and divided into four levels of speaking ability (Excellent, Good, Average, and poor).

### **c. Collecting the data:**

#### **1. Assembling the data**

In the first stage of this cycle, the researcher observed the students' and the media used in teaching. The researcher asked the teacher to share the Observation Form for her students. It used to know how far the students' speaking skill and what technology or learning aids which applied in their teaching–learning process especially in speaking. In this section, the researcher asked the students how was their vocabularies and grammar when they were speaking English. Besides, there searcher introduced the use of vlog in teaching speaking skill in the classroom environment by asked their understanding of vlog.

#### **2. Coding the data**

The students gave their Observation Form to their teacher. Then, the teacher gave it to the researcher. The researcher observed the result of the First Observation Form. The researcher coded the data based on it.

#### **3. Comparing the Data**

The researcher divided the data into two parts, before and after the use of Vlog as

their teaching aids in improving English speaking skills. In the first stage on Monday, September 14<sup>th</sup>, 2020, there searcher asked the teacher to assess the students' competence of speaking skills with some preparations. The teacher gave the students a week to prepare all things that they would be present. In this matter, the teacher gave a topic about the thing that they love. When the students told all their ideas about those things, the teacher observed them. Then, in this stage, there searcher asked the teacher to do the same way but without teachers' monitoring. The teacher only gave them one week to prepare all the stages based on the teachers' stages that given previously. The difference thing is on the use of Vlog here. They would more interested on their speech.

## RESULT AND DISCUSSION

In this part, the researcher was going to analyze the research. The result of the research was the answer to the research question in this research. They are:

### a. The implementation of Vlogging in teaching speaking Descriptive Text

In teaching speaking using vlogging, there are several stages namely pre-teaching, whilst teaching, and post-teaching. The activities of the teacher in pre-teaching activities would be described. Firstly, the teacher would open the zoom session and greeting students,

*"Assalamualaikum, Everyone. Good Morning! How was your Holiday? Isn't great?"*

After that, the teacher checked the students' attendance

*"Then, I start to check your attendance first. Everybody is here?"*

In this section, she asked the students about the previous material

*"I hope you are still remembered about our previous material. What is it told about?"*

The students answer the teacher question. The teacher explained about the material that they would learn on the day

*"Today, we are going to learn about Descriptive Text. It helps you to describe about everything you wanna tells".*

The whilst activities would be described in three sections, they are Exploration; Elaboration; and Affirmation. The first stage is Exploration, means the teacher observed the students. The teacher observed the students' result after using a vlog. The teacher observed the differences between the scores and performance that her students do in pre and post

recording in the first trial. The teacher divided her students into two groups; they are students who have higher scores and average scores

*"Ok students. Now, let me check your present. (...)"*

*"Now, let's we have a group work. I will divide you in several groups. Someone who I call his name, please to be a group leader of his group. Got it"*

The second section is Elaboration. The teacher asked students to choose the topic that they will be going to discuss later. The students will discuss with their friends about the topic that they like to explain. In this section, the teacher asked the students to prepare their vlog. The students are asked to collect the data which is included on their next vlog. After collecting the data, students can ask the teacher whether their data is acceptable or not. The teacher will collect all her students' data to input as their first task.

The third section is Affirmation. The students are asked to prepare all things that they need. In this step, the teacher asks her students to login via zoom meeting. After all the students are ready (the teacher divides her students into two parts. It starts with number 1 - 18, etc), teacher greet and check their attendance list. The teacher is doing some freezing activities to make her students to be more enjoy.

The teacher explained her students that their performance should be 2 minutes minimum each student. The teacher starts the recording while the first student starts his speech. This way is applied to all students.

*"Please class, listen to what I say. Each of you should have 2 minutes minimum to tell about everything that you loved. Get it?"*

After all students finished their vlog performances, the teacher invited each student in self – reflection related to their vlog. Each student should explain whether their performance is fluent or not. The teacher also gives the corrective feedback. The teacher is allowed the students who want to give their opinions about their friends' performance, and it will be added as their additional scores.

*"You've done, class. Give applause of all your performance!" (students' applause)*

*"Now, please tell me, are you nervous? Do you like your previous performance?" (students' answer)*

*"Do you have a comments or feedback for your friends' performance? Please, say something. I'll give you additional scores. Come on, Class!"*

The closing activities started with review the material that they have done,

*"Ok class. You've done your performance today. I wanna ask you. What we've learned today?" (the students answer)*

*"Yes, you're right. Anyone knows, what is the generic structure of Descriptive Text?" (the student' answer)"Great, Aurell!"*

The next, the teacher asked the students to make a redo vlog as their remedial,

*"Someone who I call his name, please make a redo vlog. I mean, it makes you more fluent in Speaking skill, Class. Do you understand? I'll give you a week to make your new performance. Please send it to me by Email. Get it?"*

The teacher closes the zoom section with saying hamdalah and salaam.

*"Ok, this is the end for today. I hope you are enjoying the material that I give to you. Alhamdulillah, and wassalam"*

All these stages in learning activity that is found in this research.

#### **b. The students' speaking performance in using Vlog**

The result of students' speaking skills show that their competence is improved than they use a conventional media. The most students are more confidence in Speaking skill. Each student was asked to make a vlog by the teacher in this occasion. The content of every vlog was about the thing that they love. Generic structure, content, and grammar should be noted.

A paired sample t-test was conducted to evaluate the impact of using Vlog in speaking skill. There was a statistically significant increase in FOST scores. For further explanation can be seen in

**Table 1:**

**Table 1. FOST Score**

No.	Time 1	Time 2
<i>Mean</i>	45.12	74.25
<i>Standard Deviation</i>	9.65	7.00
<i>t(30)</i>	-6.758	
<i>p</i>	0.07	

The eta square statistic (.61) indicated a large effect size in using vlog to improve English speaking skill for the Eight Graders students in this Junior High School, Sidoarjo, East Java.

#### **c. The students' response the use of vlog**

Related to students' response in learning speaking using vlogging showed that most of students were happy since they felt enjoyable and fun when they made a video. Indeed, they felt that making a vlog is interesting media to improve their speaking skill. However, in the beginning, some students did not feel confident speak in front of the camera. They felt shy to show off their ideas in public. They could not speech fluently at the first section. Their content and pronunciation were still lack. There are only two students who could fluently speak up their ideas. That was the task for teacher to build up the students' confidence.

The second section, there were some enhancements that students did. They felt enjoy the rule that given by the researcher and teacher. They were more interested on their performances, because here, the teacher always controls and help them to face their difficulties. They looked so enjoy their speech especially on their vlogs. It showed that vlog could make the students more interest, confident, and excited in their vlogging activity. The students also agreed that the use of vlog as the media in teaching speaking especially in Descriptive Text in the classroom is an effective way to encourage their speaking ability. The students also could learn more about the comprehensive, grammar, vocabularies, pronunciation, and also how to make it fluently. Besides, the corrective feedback could be done by the teacher to make it more effective. Therefore, the students felt encouraged and motivated to improve their speaking more because they could develop their ideas whenever and wherever they are.

### **DISCUSSION**

#### **a. The implementation of Vlogging in teaching speaking Descriptive Text**

The result show that the implementation of learning speaking descriptive text using vlogging has several steps such as pre teaching, whilst teaching and post teaching. It is line with Murayama, 2013: Motivation is discernable from general psychological working and assists with clarifying additions in accomplishment free of scores on insight tests. The students must be motivated first before they do the project. Students who are spurred will in general be locked in, continue longer, have better learning results, and perform better compared to different kids on normalized accomplishment tests (Pintrich, 2013). Shortly, the pre teaching has function to motivate students. In whilst teaching, the teacher used media

vlogging so that the students are familiar with this media. Moreover, it could make the learning environment more enjoyable. Students are interested since the teacher used attractive media. Anderson also says that the use of media vlogging could make the process of learning more interesting. In post teaching, the teacher gave the students a homework as a remedial for them. It has function to make the students remake a video as what their teacher's feedback. It is by the statement of Becker & Epstein, *the most well-known educational reason for schoolwork is to give the understudy a chance to practice or audit material that has been introduced in class.*

The teacher helps and motivates the students patiently; give the feedbacks, and everything. In this era, the teacher and students can communicate via online meeting and it is a simple way to make their communication easily. The teacher can control the students' performance, although they are separated because of Pandemic. The students are more confident when they are talking by using vlog.

#### **b. The students' speaking performance in using Vlog**

The topic "*Everything that they love*" is the best topic that the students should show off their ideas. The most students are getting happy to tell what they love, because they are very understand what they will talk about. It is in line with the statement explained that *Speech Recognition is a promise technique that transcribing the news, meeting, etc* (based on Makhoul et. al (2000)).

As we know, the researcher used Vlog as the medium of this research. As the explanation before, this is the first time for this environment classroom use Vlog as their medium in speaking. In this era, the researcher believes that almost of them have smartphone. They usually used it to upload their activities easily. It is similar with Lee who stated about vlogging that is a kind of activity done by a single person talks with a Camera around of topics, includes personal topic or those related to the wider world.

#### **c. The students' response the use of vlog**

As the explanation before, that most of students have more anxiety when they were talking in front of their friends; specially when they are talking in Public. Anxiety in cognitive development is a significant concern since it prevents students from communicating verbally. Furthermore, according to Young (1991), referenced in (Ahmed et al., 2017),

anxiety affects not only the desire to talk, but also the quality of the speaking production.

Speaking anxiety seems to be the most serious obstacle to language acquisition, and learners must overcome it (Harmer et al., 2004). The researcher used Vlog as the best solution to settle it. While processing, the scores that the students got is increased than before. It caused by the use of vlog as the modern way to facilitate them more confidence in speech. It is lined with Anil, 2016 that stated it is one of speaking media helped learners to communicate more to improve their fluency, vocabularies, grammatical aspects, and to reduce anxiety.

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

Based on the result and discussion it can be concluded that the use of vlog as a media in teaching speaking, especially in Descriptive Text for Eight Graders, one of Junior High School in Candi ran thriving. From the result of students' vlog, the use of vlog as a media in speaking was a great. The students also could make a descriptive text about their favorite things and also produced their creativity with a nice vlog in the form of spoken a descriptive text. It could be seen from the result of students' vlog that has been analyzed using five components, such as pronunciation, grammar, vocabulary, fluency, and their comprehension. The students had a improvement of their speaking performance by using vlog, than using conventional way in teaching speaking.

The implementation of Vlogging in teaching speaking Descriptive Text, showed that the teacher did during the class; specially in teaching speaking skill, she used the three steps of teaching. They are pre – teaching, whilst teaching, and post teaching.

The students' speaking performance in using Vlog explained that the mean is increased in Time 1 and Time 2. It is strengthened with the result of Eta squared that the researcher did. The Eta squared indicated that there was large size effect in the use of vlog, especially in improving the students' speaking skill.

The students' response toward the use of vlog as a media in teaching speaking a descriptive text is also positive. It showed from the first speaker who is enthusiastic about the task. It was the first time having such kind of task to learn in speaking. Most students agreed that the use of vlog is an effective to improve their speaking ability especially in public. Hence, it showed that vlogging can be an alternative-fun-exciting media for students develop their ideas in speaking.

#### **Suggestions**



The researcher wishes to suggest to the English teacher and the next researcher after investigating the use of vlog in teaching speaking, especially in descriptive text, and getting the impression above. It is necessary for English teachers to encourage students' speaking abilities using a variety of media, approaches, and engaging methods. It is utilized to engage their attention and enthusiasm for the teaching-learning process, particularly while delivering a descriptive text. The use of vlogging as a medium for teaching eighth graders to speak a descriptive text is an alternate method of instruction. It will boost their confidence in sharing their thoughts.

Whenever future researchers want to use the same procedure and sources in their research, they should utilize a different skill and kind of text. It will determine whether vlogging may be used in other skills and texts.

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