PROCEEDING

INTERNATIONAL SEMINAR ON LANGUAGE, LITERATURE, AND EDUCATION (ISELL-ED)

Language, Literature, Language Education During the Covid-19 Pandemic

Thursday, 29 October 2020
Padang, Sumatera Barat

Editor:
Wahyudi Rahmat
Aruna Laila
Rahayu Fitri
Titiek Fujita Yusandra

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"LANGUAGE, LITERATURE, LANGUAGE EDUCATION DURING THE COVID-19 PANDEMIC"

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Program Studi Pendidikan Bahasa dan Sastra Indonesia
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WELCOMING SPEECH

PRESIDENT OF STKIP PGRI SUMATERA BARAT

The honorable:

1. President of Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Prof. Endang Aminudin Aziz, M.A., Ph.D.
2. President of Perkumpulan Pengelola Jurnal Bahasa dan Sastra Indonesia dan Pengajarannya (PPJB-SIP), Dr. Indrya Mulyaningsih, M.Pd.
3. Dean of Pendidikan Bahasa dan Sastra Indonesia, STKIP PGRI Sumatera Barat, Dra. Indriani Nisja, M.Pd.
4. Keynote Speakers:
    - Ku-Ares Tawandorloh from Fatoni University, Thailand,
    - Ariff bin Mohamad from Universiti Pendidikan Sultan Idris, Malaysia,
    - Kundharu Saddhono from Universitas Sebelas Maret,
    - Indrya Mulyaningsih, from IAIN Syekh Nurjati Cirebon,
    - Sultan, from Universitas Negeri Makassar, and
    - Yulia Sri Hartati, from STKIP PGRI Sumatera Barat
5. For all Speakers and Participants

    Assalamualaikum Warrahmatullahi Wabarakatuh.

    Good morning, greetings to all of us.

    Selamat pagi dan salam sejahtera unutk kita semua.

Puji dan syukur yang tiada hentinya kita ucapkan puji serta syukur kita kehadirat Allah SWT. Atas izinnya, Alhamdulillah, walau dalam situasi pandemi dan dilakukan secara virtual, kita masih dapat beraktivitas dalam Seminar Internasional berbahasa Indonesia "**International Seminar on Language, Literature, and Education (ISELL-ED)**" dengan tema **"Language, Literature, Language Education During the Covid-19 Pandemic"**. Terlaksananya Seminar Internasional berbahasa Indonesia ini, tidak terlepas atas Peraturan Presiden (Perpres) No 63 Tahun 2019 tentang Penggunaan Bahasa Indonesia pada forum internasional, baik dalam

ataupun luar negeri. Jadi berdasarkan Perpres tersebut, maka kegiatan ini juga dilaksanakan dalam bahasa Indonesia.

Adalah suatu fakta bahwa bahasa itu dinamis. Ini terlihat dari terjadinya perubahan-perubahan dalam berbahasa itu sendiri. Apalagi di era 4.0, dimana kita dituntut untuk mampu mengendalikan situasi khususnya terkait dengan kebahasaan apalagi dalam masa pandemik Covid-19 saat ini. Jutaan bahkan miliaran kata atau istilah yang berkaitan dengan virus korona muncul dalam satu klik jika mencari di mesin pencari Google. Kata Covid-19 diperoleh 4,69 miliar hasil pencarian hanya dalam waktu 0,46 detik. Yang menjadi catatan adalah kata-kata atau istilah tersebut lebih didominasi kata-kata atau istilah berbahasa asing. Barangkali hal itu menunjukkan bahwa bahasa Indonesia harus berjuang lebih keras lagi jika ingin menunjukkan keberadaannya di tengah gempuran bahasa asing, khususnya Inggris, dalam mesin pencari Google. Perjuangan yang sangat berat.

Pakar atau ilmuwan meneliti dan mengikuti perubahan temuan dari virus baru ini tanpa membuat *press release* yang bisa diliput dengan bahasa media dan media menuliskannya, menghadirkannya ke depan publik dengan tergesa-gesa tanpa mempertimbangkan bahwa imbas dari informasi bisa berujung pembentukan perilaku masyarakat. Klaim ilmiah seperti penemuan obat Covid-19 yang dihadirkan kepada masyarakat hanya didukung dengan pembuatan *press release*, jarang disertai dengan bukti ilmiah melalui hasil penelitian yang diterbitkan di jurnal penelitian. Padahal penting meyakinkan publik bahwa penelitian untuk pengembangan obat, secara metodologi telah diuji sehingga kekeliruan dalam pengembangan penelitian bisa diminimalisasi melalui proses *review* dalam penulisan jurnal ilmiah.

Di tengah kondisi krisis seperti ini memang penting memberi harapan pada publik dengan peliputan seperti proyek pengembangan obat dan vaksin yang menampakkan grafik positif. Namun peliputan optimis pun mestinya disertai dengan data realistis dan mengikuti kaidah ilmiah. Salah satu media ilmiah itu adalah dengan seminar internasional yang luarannya Prosiding dan jurnal terakreditasi yang diusung oleh STKIP PGRI Sumatera Barat, Perkumpulan Pengelola Jurnal Bahasa dan Sastra Indonesia (PPJB-SIP) dan Badan Pengembangan dan Pembinaan Bahasa, Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

DAFTAR ISI

Sambutan Ketua STKIP PGRI Sumatera Barat i

Daftar Isi iii

DIGITALIZATION OF INDONESIAN LITERATURE DURING THE COVID-19 PANDEMIC: AN INTERMEDIALITY STUDIES OF EKA KURNIAWAN'S *PERSEKOT* (*ADVANCE)* IN PODCAST @BUDAYAKITA 1

Adelia Savitri

COMPARISON LANGUAGE STYLES IN THE NOVEL OF WHITE LOVE ON THE EARTH OF PAPUA BY DZIKRYEL HAN 11

Adek Setiawan, Samsiarni, Asri Wahyuni Sari

APPLICATION OF CONCEPT MAP TECHNIQUES TO WRITING MATERIALSAT MTs TI BATANG KABUNG PADANG 24

Afrini Rahmi, Upit Yulianti

THE EFFECT OF THE DEMONSTRATION MODEL ON THE ABILITY OF WRITING TEXT PROCEDURE OF CLASS VII STUDENTS OF SMPN 3 LUBUK BASUNG 30

Afreni Yulianti, Suci Dwinitia, Aruna Laila

THE EFFECT OF DISCOVERY METHOD ON THE PERSUASION TEXT WRITING SKILLS OF STUDENTS OF SMPN 1 GUNUNG TULEH 38

Aida Gitna, Diyan Permata Yanda, Asri Wahyuni Sari

BLENDED LEARNING IN READING LEARNING: OPPORTUNITIES AND CHALLENGES 47

Alber, Asnawi

THE DEVELOPMENT OF LEARNING MODEL FOR THE LOCAL VALUES OF LOCAL ARIVITY *"TAU JALAN NAN AMPEK"* 59

Alfian Jamrah, Sufyarma Marsidin, Azwar Ananda, Afriva Khaidir

THE LEARNING OF LITERATURE FOR CHILDREN CHARACTER DEVELOPMENT 73

Ali Nuke Affandy, Sujinah, M. Arfan Muammar

FORM OF REPHRASE, COMPOUND WORDS AND SINGLE SENTENCES IN LAMPUNG LANGUAGE PARAGRAPH 85

Amy Sabila, Rr. Dwi Astuti

DYNAMICS OF PERSONALITY IN NOVEL *YANG FANA ADALAH WAKTU* BY SAPARDI DJOKO DAMONO 94

Andini Kurnia Putri, Samsiarni, Emil Septia

MORAL VALUES IN *AQUAMAN* FILM DIRECTED BY JAMES WAN 104

Andriani Putri, Melati Theresia

STUDY OF NATIONAL LANGUAGE PRIORITIZING USE IN THE PUBLIC AREA OF PRAMUKA AND TIDUNG ISLAND 115

Anis Rahmawati

THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) LEARNING MODEL ON THE ABILITY TO IDENTIFY VALUES IN STUDENTS 'LIFECLASS X SMA NEGERI 1 PAGAI UTARA SELATAN 124

Angelika Yuliati Saririkka, Putri Dian Afrinda, Refa Lina Tiawati R

THE EFFECT OF THINK PAIR AND SHARE MODELS MEDIA ASSISTED IMAGE CONSISTING THE ABILITY OF WRITING TEXT PROCEDURE OF CLASS XI STUDENTS OF SMA NEGERI 9 PADANG 133

Annisa, Yulia Pebriani, Rahayu Fitri

EMOTION OF THE CHARCTERS IN THE NOVEL SEBENING SYAHADAT AS A DIVA SINAR REMBULAN 143

Annisa Dwi Astuti, Aruna Laila, Emil Septia

VALIDITY OF LKPD BASED ON CONSTRUCTIVISM APPROACH ENVIRONMENTAL CHANGE MATERIAL CLASS X SMA/MA 150

Annika Maizeli, Erismar Amri, Mai Indri Warnika,

BOOKLET VALIDITY OF THE TYPES OF FISH IN DANAU HITAM JORONG BATANG KARIANG SIJUNJUNG REGENCY 155

Aulia Afza, Rina Widiana, Puput Elfiyanti

THE EFFECT OF USING LEARNING MODEL STUDENT FACILITATOR AND EXPLAINING ON THE ABILITY TO WRITE PROCEDURAL TEXT FOR STUDENTS IN CLASS VII JUNIOR HIGH SCHOOL 02 TALAMAU PASAMAN BARAT 159

Arila Anggraini, Upit Yulianti, Suci Dwinitia

CORRELATION BETWEEN LANGUAGE ATTITUDES AND STUDENTS' SCIENTIFIC LANGUAGE SKILLS 166

Asep Hidayatullah, Heryanto Gunawan

THE UTILIZATION OF MADURESE FOKLORE AS A CULTURAL LITERATION MATERIAL IN LANGUAGE LEARNING IN SCHOOL 172

Ayyu Subhi Farahiba, Afiyah Nur Kayati

INNER CONFLICT OF THE MAIN CHARACTER IN THE NOVEL NILAM: JODOH YANG DIJEMPUT BY A.R. RIZAL 180

Azis Tohir, Yulia Sri Hartati, Putri Dian Afrinda

THE MEANING OF RANTAU THROUGH THE CHARACTERS AND FLOWS IN THE NOVEL *ANAK RANTAU* BY A. FUADI 188

Bayu Aldemar, Samsiarni, Indriani Nisja

THE USE OF THE TAKE AND GIVE MODEL TO THE ABILITY TO WRITE TEXT PROCEDURE OF CLASS XI STUDENTS OF SMA NEGERI 1 TALAMAU PASAMAN BARAT 196

Calista Ayudya , Upit Yulianti Dn, Ria Satini

THE CORRELATION OF READING MOTIVATION AND STUDENTS SKILL TO WRITE A SPEECH TEXT AT SENIOR HIGH SCHOOL NEGERI 12 PADANG 204

Chintia Deby Chandra, Rina Sartika, Rahayu Fitri

EFFECT OF CONCEPT SENTENCE MODEL ON THE ABILITY OF WRITING TEXT PROCEDURE FOR STUDENTS OF MTsN 1 PADANG 214

Cindy Zuliani, Afrini Rahmi, Titiek Fujita Yusandra

THE INFLUENCE OF STUDY MODEL ON TEXT READING SKILLS FOR STUDENTS OF MTsN 7 PESISIR SELATAN 222

Delvi Yolantika, Titiek Fujita Yusandra, Yulia Pebriani

MENTAWAI LANGUAGE AFICTION STUDENTS OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDY STKIP PGRI SUMATERA BARAT 230

Dian Ningsih, Indriani Nisja, Ricci Gemarni Tatalia

THE INFLUENCE OF MIND MAPPING TECHNIQUES ON SCIENTIFIC WRITING SKILLS STUDENT STKIP ADZKIA 236

Dina Fitria Handayani, Winda Noprina

PARENTS' MOTIVATION TO SEND THEIR CHILDREN TO PRIVATE SCHOOLS, CASE STUDY IN MADRASAH IBTIDAIYAH SWASTA (MIS) KARANG PAUH KECAMATAN BAYANG KABUPATEN PESISIR SELATAN 244

Dona Idola,Yanti Sri Wahyuni, Sri Rahmadani

URGENCY OF ETHNOLINGUISTIC TEXTBOOKS BASED ON LOCAL WISDOM AND CHARACTER EDUCATION 251

Doni Uji Windiatmoko, Engkin Suwandana

REPRESENTATION POLITENESS IN IMPERATIVE ORDER FOR SALE AND BUY TRANSACTIONS IN THE SARINONGKO MARKET 258

Dwi Fitriyani› Rohma Tusholekha

THE EFFECT OF LEARNING INTEREST ON INDONESIAN COURSE LEARNING OUTCOMES: IMPLEMENTATION OF OUTCOME BASED EDUCATION (OBE) CURRICULUM BASED ON BASED LEARNING 268

Dwi Septiani

INTRODUCING COMPUTER PROGRAMMING WITH SCILAB LEARNING MEDIA SUPPLEMENTS IN MATHEMATICS TO VOCATIONAL SCHOOL STUDENTS WITH BASIC ENGLISH SKILLS 281

Edi Supriyadi, Diyah Wijayati

RELATIONSHIP OF READING INTEREST ON THE ABILITY OF WRITING ANECDOT TEXT OF CLASS X MAN 2 PESISIR SELATAN STUDENTS 293

Elsa Aulia Putri, Titiek Fujita Yusandra, Suci Dwinintia

USE OF CONJUNCTION IN THE EXPLANATION TEXT OF CLASS XI STUDENTS OF SMA N 1 RANAH PESISIR 300

Endi Wahyudi, Asri Sri Wahyuni, Samsiarni

CAPITAL SOCIAL IN THE BMT INSTITUTIONAL SYSTEM 308

Eny Novita, Marleni, Ariesta

ORAL LITERARY OF *SENJANG* IN PANDEMIC ERA 317

Enny Hidajati' Ayu Rizki Paraz

EFFORTS AND CONSTRAINTS OF DP3AP2KB IN HANDLING OF CHILDREN VICTIMS OF SEXUAL VIOLENCE IN PADANG CITY 326

Erningsih ,Yuhelna, Siti Nurhaliza

CODE MIXING USED SANTRI IN SOCIAL INTERACTION IN THE ISLAMIC BOARDING SCHOOL 333

Eka Susylowati

THE EFFECT OF THE USE OF WEB-BASED MEDIA ON THE TEACHING OF TEXT SKILLS OF OBSERVATION RESULTS STUDENTS OF CLASS X SMA NEGERI 3 PADANG 337

Eka Satria, Lira Hayu Afdetis Mana , Titiek Fujita Yusandra

EFFORTS AND CONSTRAINTS OF DP3AP2KB IN HANDLING OF CHILDREN VICTIMS OF SEXUAL VIOLENCE IN PADANG CITY 350

Erningsih ,Yuhelna, Siti Nurhaliza

RELATIONSHIP OF READING HABITS WITH THE ABILITY OF WRITING TEXT LECTURE STUDENT OF CLASS XI SMA NEGERI 12 PADANG 357

Erina Yuarni, Rina Sartika, Rahayu Fitri

ANALYSIS STRUCTURE AND LANGUAGE IN THE EXPLANATION TEXT OF XI GRADE OF SENIOR HIGH SCOOL 5 BUKITTINGGI 367

Fathur Rahman, Indriani Nisja, Afrini Rahmi

RELATIOSHIP LEARNING STYLE WITH THE RESULTS OF STUDYING STRATEGY AND DESIGN OF BIOLOGY STUDENT EDUCATION STKIP PGRI WEST SUMATERA 375

Febri Yanti, Joko Septiadi, Aulia Afza

RELATIONSHIP OF INTEREST IN READINGWITH THE ABILITY OF WRITING TEXT LECTURE STUDENT OF CLASS XI SMA NEGERI 12 PADANG 383

Ferly Arif Setiarny, Rina Sartika, Rahayu Fitri

THE EFFECT OF USING CIRC LEARNING MODEL ON THE ABILITY TO READ TEXT DESCRIPTION CLASS VII STUDENTS OF SMP NEGERI 27 PADANG 393

Fitri Puji Anggraini, Afrini Rahmi, Sri Mulyani Rusli

LOCAL WISDOM IN NOVEL *BINGA* BY ARIF PURNAMA PUTRA 401

Fitry Amelia Gatot, Aruna Laila, Febrina Riska Putri

THE EFFECT OF THE APPLICATION OF THE THINK TALK WRITE (TTW) MODEL WITH STUDENT WORKSHEETS (LKPD) ON THE SOCIOLOGICAL LEARNING OUTCOMES TO CLASS XI IIS STUDENTS OF SMA NEGERI 1 PAINAN 406

Hefni, Yanti Sri Wahyuni, Fauziah Ashari

NATURAL CONSERVATION EFFORTS THROUGH PAMALI TRADITION IN LEUWEUNG KRAMAT KAMPUNG ADAT KUTA 411

Hendry Sugara, Teguh Iman Perdana

ACQUISITION OF LANGUAGES OF CHILDREN AGE 5 YEARS OLD (CASE STUDY ON RIZKY DWI PUTRA) 417

Hikmah Regina, Emil Septia, Aruna Laila

THE INFLUENCE OF *MIND MAPPING* TECHNIQUES ON THE EXPOSITION TEXT WRITING SKILLS CLASS X STUDENT SMA NEGERI 2 TARUSAN 423

Hilda Novita Sari, Yulia Sri Hartati, Risa Yulisna

CODE MIXING IN SONG LYRIC *KARNA SUSAYANG* BY NEAR (SOCIOLINGUISTIC STUDY) 430

Ika Febriani

COMMUNITY EMPOWERMENT THROUGH NAGARI LIBRARY 436

Isnaini, Hefni, Riska Elda Hariyosa

ABILITY TO WRITE PROCEDURAL TEXT USES COOPERATIVE LEARNING TYPE STUDENT TEAM ACHIEVEMENT DIVISION THE STUDENT'S CLASS XI SMK NEGERI 1 PAINAN 445

Intan Purnama, Trisna Helda, Dyan Permata Yanda

UNRAVELING THE DISCOURSE MARKERS IN THE OBAMA'S COMMENCEMENT SPEECH OF SCHOOL 2020 450

Kenti Sugiyati, Mercya Christ Sita Dewi

STUDENT POLITENESS AS A REFLECTION OF CHARACTER EDUCATION IN HIGHER EDUCATION 459

Lasmiatun, Erwanto

THE INFLUENCE OF COMMITMENT, MOTIVATION, STRESS, NON-PHYSICAL ENVIRONMENT, DISCIPLINE ON TEACHER PERFORMANCE 464

Lestri, Sri Wahyuni, Jimi Ronald

COMPARISON OF THE USE OF WEB-BASED MEDIA TO REPORTING OBSERVATION RESULTS SKILLS WITH TEXT EXPOSITION ASSESSMENT SKILLS OF CLASS X STUDENTS OF SMA NEGERI 3 PADANG 473

Lira Hayu Afdetis Mana, Titiek Fujita Yusandra

IMPLEMENTATION OF CREATIVE LEARNING IN WRITING VERSE (PANTUN) IN ELEMEMTARY SCHOOL 480

Lisdwiana Kurniati, Dessy Saputri

THE EFFECT OF THE USE OF AUDIO VISUAL MEDIA ON THE SKILLS OF WRITING TEXT REVIEWS OF CLASS VIII STUDENTS MTSS PONDOK PESANTREN THAWALIB PADANG 492

Lusi Novi Berta, Lira Hayu Afdetis Mana, Asri Wahyuni Sari

DESCRIPTIVE ANALYSIS ON MEANING AND FUNCTIONS OF *MALAK* SYMBOL OF BIBOKI ETHNIC IN TIMOR 498

Maria Krisanti Bano' Imanuel Kamlasi

THE EFFECT OF THINK PAIR SHARE LEARNING MODELS ON THE ABILITY TO IDENTIFY VALUES IN HIKAYAT TEXT OF CLASS X SMA N 1 LEMBAH GUMANTI STUDENTS 510

Marlina Fitri, Trisna Helda, Samsiarni

CORRELATION STUDY: STUDENT'S PERSONALITY TYPES AND THEIR READING COMPREHENSION 518

Melly, Novarita

THE INFLUENCE OF ATTITUDES, STYLES, FACILITAS, REWARDS, AND PARENTS ON LEARNING ACTIVENES 410

Mira Puspa Sari, Citra Ramayani, Meri Rahmania

GENERIC STRUCTURE OF COVID-19 WARNING DISCOURSE DISPLAYED ON BANNERS AT PUBLIC DOMAINS 526

Muhammad Zainal Muttaqien

ANATOMIC STRUCTURE OF DIKOTIL PLANT STEMS IN DIFFERENT ENVIRONMENTS AS TEACHING MATERIALS PLANT NETWORK STRUCTURE AND FUNCTION FOR THE MIDDLE SCHOOL 538

Mulyati, Zikra, Siska Marlinda

POLITENESS OF CHILDREN IN INDONESIAN LANGUAGE LEARNING (IMPERATIVE PRAGMATIC STUDY) IN CLASS V SD NEGERI 1 BURU DISTRICT 547

Musyawir, Susiati, A.Irmawati, Yulismayanti

THE INFLUENCE OF REGIONAL LANGUAGE ON THE USE OF INDONESIAN IN IQRA BURU UNIVERSITY STUDENTS NAMLEA MALUKU 561

Nanik Indrayani

THE ABILITY TO WRITE EXPLANATORY TEXT USING THE CIRCUIT LEARNING MODE OF 7th GRADE STUDENTS AT 9 PADANG 574

Nia Purnama Sari, Dian permata Yanda, Upit Yulianti

DISCOURSE ANALYSIS OF VIOLENCE NEWS ON INSTAGRAM POSMETRO PADANG 582

Nia Sari, Wahyudi Rahmat, Samsiarni

THE EFFECT OF THE TPS LEARNING MODEL ON THE EXPLANATION TEXT WRITING SKILLS OF STUDENTS OF SMA NEGERI 4 KERINCI 588

Nila Tri Sari, Trisna Helda, Emil Septia

PUSKESMAS EFFORTS IN IMPROVING POSYANDU PERFORMANCE IN NAGARI LUBUK GADANG TIMUR KECAMATAN SANGIR DISTRICT SOLOK SELATAN 596

Nilda Elfemi, Yenita Yatim, Anisa Lativa

THE EFFECT OF THE USE OF *MEANINGFUL INSTRUCTIONAL DESIGN* (MID) MODEL ON THE SKILLS OF WRITING TEXT DESCRIPTION OF VII STUDENTS OF SMP NEGERI 33 PADANG 601

Peni Indrayenti, Indriani Nisja, Afrini Rahmi

THE EFFECT OF THE NUMBERED HEAD TOGETHER LEARNING MODEL ON THE SKILLS OFF RETELLING FANTASY STORY TEXT OF VII STUDENTS OF SMP N 18 PADANG 608

Putri Meidina, Asri Wahyuni Sari, Indriani Nisja

DIFFERENCES USE OF BRAIN STORMING AND BRAIN WRITING MODEL ON THE NEWS WRITING SKILLS OF CLASS VIII SMP NEGERI 33 PADANG 616

Rahayu Fitri, Rina Sartika, Misbah Juliani Putri, Tiara Mulia Pratiwi

USING '*YA-TIDAK-BISA JADI'S'* GAME TO IMPROVE INDONESIAN SPEAKING SKILLS OF BIPA LEARNERS 627

Ilmatus Sa'diyah

THE INFLUENCE OF NUMBERED HEAD TOGETHER (NHT) MODEL ON THE ABILITY OF WRITING TEXT EXPLANATION STUDENTS OF CLASS XI SMA NEGERI 9 PADANG 650

Ratna Wulan, Febrina Riska Putri, Lira Hayu Afdetis Mana

TEXT LANGUAGE STUDENTS OBSERVATION REPORT ON CLASS X STUDENTS SMK N 1 PADANG 644

Reska Okvita Zulyarti, Ria Satini, Yulia Pebriani

CRIMINALITY ACTION IN NOVEL LAUT BERCERITA BY LEILA S. CHUDORI 650

Reski Fitri, Wahyudi Rahmat, Samsiarni

THE INFLUENCE OF THE HYPNOTIC LANGUAGE IN THE POSTERS ON ITS READERS' MOTIVATION 660

Rikhe Purnama Sari' Gusdi Sastra

THE EFFECT OF THE USE OF WEB-BASED MEDIA ON THE TEACHING OF TEXT EXPOSITION OF CLASS X STUDENTS AT SMA NEGERI 3 PADANG 666

Rini Novpratama Yani, Lira Hayu Afdetis Mana, Titiek Fujita Yusandra

2013 CURRICULUM IMPLEMENTATION IN INDONESIAN ONLINE LEARNING AT SMK NUSANTARA 02 KESEHATAN (CASE STUDY OF HISTORICAL TEXT LEARNING CLASS XII) 669

Rerin Maulinda

THE EFFECT OF THE CIRC MODEL ON THE EKSPLANATION TEXT WRITING SKILLS OF STUDENT OF SMAN 1 TALAMAU 687

Riska, Yulia Sri Hartati, Afrini Rahmi

RELATIONSHIP OF WORD SELECTION ABILITY TO ANECDOT TEXT WRITING SKILL FOR CLASS X MAN 1 PADANG 695

Rismansyah, Upit Yulianti DN, Trisna Helda

THE VALUE OF SOLIDARITY IN NOVEL PERAWAN REMAJA DALAM CENGKERAMAN MILITER BY PRAMOEDYA ANANTA TOER 701

Riwisno S, Aruna Laila, Febrina Riska Putri

STRUCTURE AND FUNCTION OF KEMAT JARAN GOYANG MANTRA IN CIREBON DISTRICT AND ITS FUNCTION AS TEACHING MATERIALS IN SENIOR HIGH SCHOOL 706

Rosi Gasanti, Siti Pitrianti

LANGUAGE CHANGES IN NARRATIVE TEXT (1838, 1938, 2015) 714

Saefu Zaman

CYBER LITERATURE: A NEW SPACE OF AUTHOR CREATIVITY (ASSESSING THE PROBLEMS IN THE DEVELOPMENT OF INDONESIAN LITERATURE) 732

Samsiarni, Emil Septia

SOCIAL IDENTITY IN NOVEL *SENANDUNG SABAI: CINTA DAN LUKA* BY VERA YUANA 738

Sasri Putri Yulia, Samsiarni, Aruna Laila

EXPRESSIVE ACT FOR PRIMARY SCHOOL TEACHERS IN PROCES ONLINE LEARNING 745

Satria Permata Amanda, Asri Wahyuni Sari, Sri Mulyani

THE MEANING IN THE SRIMPI LUDIRA HONEY DANCE, WHICH CONTAINS THE VALUE OF EDUCATION IN JAVANESE SOCIETY 751

Sawitri

COMPARISON OF GROUP INVESTIGATION AND CONCEPT SENTENCE MODEL USERS ON THE ABILITY TOWRITE TEXT EXPOSITION OF CLASS X STUDENTS SMA NEGERI 16 PADANG 756

Sherly Dwi Syaputri, Rahayu Fitri, Ricci Germani Tatalia

EDUCATION SYNCING ASSESSED FROM NATIONAL EDUCATION POLICIES AND REGIONAL AUTONOMY 763

Silvia Marni, Indriani Nisja, Rina Sartika

LANGUAGE ERROR ANALYSIS IN SMA TERBUKA STUDENTS' SCIENTIFIC ARTICLE 778

Siti Pitrianti, Rosi Gasanti

VALIDATION OF MICROALGA BOOKLET TEACHING MATERIALS IN PROTISTA CLASS X SMA / MA 784

Siska Nerita, Abizar, Tita Yunia Zalni

THE EFFECTIVENESS OF USING *AUDITORY, INTELLECTUALLY, REPETITION* (AIR) LEARNING MODELS ON THE EXPLANATORY TEXT WRITING SKILLS OF GRADE VIII STUDENTS OF SMP N 7 KINALI 789

Sony Eka Putri, Rina Sartika

METAPHOR IN NOVEL *SEBUAH USAHA MELUPAKAN* BY BOY CANDRA 797

Suci Endah, Samsiarni, Ria Satini

IMPLEMENTATION OF AUTHENTIC ASSESSMENT BY METHOD SOCRATIC DISCUSSION 803

Sujarwoko

TEXT ANALYSIS LATEST UPDATED NEWS POSMETRO STUDY OF THEO VAN LEEUWEN'S DISCOURSE 815

Sukma Tanjung, Yulia Sri Hartati, Asri Sri Wahyuni

TEACHER PROFESSIONALISM AND MOTIVATION IN IMPROVING LEARNING ACHIEVEMENT 824

Suryanti, Refa lina Tiawati R

DEVELOPING ENGLISH GRAMMAR MODULE BASED BOARD GAMES 831

Susi Susanti, Winda Trisnawati

THE "SENIMAN MASUK SEKOLAH" PROGRAM AS A CONNECTOR FOR LOCAL ARTS AND LITERATURE LEARNING LOCAL WISDOM BASED 840

Susiati, Musyawir, Taufik

CONTRIBUTION OF KWT PANDAN WANGI IN IMPROVING THE WELFARE OF MEMBERS IN NAGARI BATU BALANG 50 KOTO 856

Sri Rahmadani, Ariesta, Yeni Gusnanda

THE STYLE OF CONTRADICTION IN THE NOVEL TREE CIRCUS BY ANDREA HIRATA 867

Sri Susanti, Samsiarni, Titiek Fujita Yusandra

THE USE OF INDONESIAN LANGUAGE SPELLING IN SCIENTIFIC ARTICLES 875

Trisna Helda

EFFECT OF USE LEARNING MODELS CONTEXTUAL TEACHING AND LEARNING (CTL) ON WRITING SKILLS OF CLASS XI MAN 2 PESISIR SELATAN 884

Taufik Mardan, Asri Wahyuni Sari, Aruna Laila

TEACHERS 'EXPECTATIONS FOR TEACHING INDONESIAN LANGUAGE AT THE FIRST MIDDLE SCHOOL LEVEL IN THE COVID-19 PANDEMIC 891

Titiek Fujita Yusandra

STUDENTS' PERCEPTION ON THE USE OF INSTAGRAM VLOG IN ENGLISH SPEAKING CLASSROOM 903

Trisilia Devana, Nurul Afifah

FIGURATIVE LANGUANGE STYLE IN THE COLLECTION OF POETRY BUAH RINDU BY AMIR HAMZAH 909

Ulfa Evina Ningsih, Aruna Laila, Wahyudi Rahmat

THE INFLUENCE OF THE USE OF GENERATIVE LEARNING MODELS ON THE ABILITY TOWRITE TEXT PROCEDURES FOR ELEVENTH GRADE STUDENTS OF SMAN 1 KOTO XI TARUSAN 915

Vegawati, Lira Hayu Afdetis Mana, Febrina Riska Putri

THE EFFECT OF THE USE OF *SNOWBALL THROWING* MODEL ON SKILLS OF WRITING FANTASY STORY TEXT OF VII GRADE STUDENTS OF SMP NEGERI 21 PADANG 923

Velly Sri Wahyuni, Upit Yulianti DN, Febrina Riska Putri

DEVELOPMENT OF STUDENTS 'WORK SHEETS (LKPD) BASED ON A CONSTRUCTIVISM APPROACH TO MOTION SYSTEM MATERIALS ON PLANTS AND ANIMALS FOR SMP / MTs CLASS VIII 930

Vivi Fitriani, Mulyati, Fauziah Amatullah

THE EFEECT OF USING STUDENT FACILITATOR AND EXPLAINING LEARNING MODELS ON THE SPEAKING SKILLS FANTASY STORIES STUDENT OF CLASS VII SMP NEGERI 6 LINGGO SARI BAGANTI 937

Watsita Pratama Endrizal, Indriani Nisja, Asri Wahyuni Sari

THE EFFECT OF THE NUMBERED HEAD TOGETHER MODEL ON WRITING SKILLS OF THE OBSERVATION REPORT TEXT OF CLASS X STUDENTS OF SMAN 15 PADANG 944

Widdya Marzali Yenti, Suci Dwinitia, Diyan Permata Yanda

THE APPLICATION OF AUDIOVISUAL LEARNING MEDIA TO THE ABILITY TO WRITE STORYTELLING BY SEMESTER V STUDENTS OF THE INDONESIAN LANGUANGE EDUCATION STUDY PROGRAM FKIP UMSU 951

Winarti, Mutia Febriyana, Enny Rahayu

DEVELOPING OF ENGLISH CLUB TEXTBOOK BASED BLENDED LEARNING AT STKIP MUHAMMADIYAH MUARA BUNGO 959

Winda Trisnawati, Yahfenel Evi Fussalam, Ridho Kurniawan

NEED ANALYSIS OF E-MODULE BASED ON CTL INTEGRATED OF CHARACTER BUILDING 966

Winda Noprina, Dina Fitria Handayani

THE EFFECT OF USING THE INQUIRY METHOD ON THE LISTENING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMPN 1 BASA AMPEK BALAI TAPAN 972

Wisda Yanti, Hayu Afdetis Mana, Titiek Fujita Yusandra

THE EFFECT OF THE LEARNING CELL LEARNING ON SOCIOLOGY LEARNING OUTCOMES IN SMA NEGERI 1 TIGO NAGARI, KABUPATEN PASAMAN 980

Yenni Melia, Hefni, Noni

THE EFFECT OF A PAIRED STORY TELLING COOPERATIVE LEARNING MODEL ON THE SKILLS OF STORING THE LEGEND OF CLASS VII STUDENTS OF SMP N 49 KERINCI 988

Yelni Sukma, Yulia Sri Hartati, Afrini Rahmi

ANATOMY STRUCTURE OF MONOCOTILE PLANT STEMS IN DIFFERENT ENVIRONMENTS AS TEACHING MATERIALS PLANT NETWORK STRUCTURE AND FUNCTION FOR SCHOOLS IN THE MIDDLE 997

Yosa Sapitri, Mulyati, Diana Susanti

TRADERS 'PROTECTION TO THE ALUNG LUBUK MARKET MANAGEMENT SYSTEM 1006

Yuhelna, Isnaini, Rahayu Putri Mecha

THE ERROR ANALYSIS OF STUDENTS' SPELLING IN SCIENTIFIC ARTICLE 1014

Yulia Sri hartati, Yumna Rasyid, Sakura Ridwan

THE INFLUENCE OF THE USE OF THE THINK TALK WRITE MODEL ON THE STUDENTS' ABILITY TO WRITE EXPOSITION TEXT IN CLASS X SMA N 1 SUTERA 1022

Yulia Zainal, Indriani Nisja, Ricci Gemarni Tatalia

LEXICAL FEATURES ANALYSIS OF TEACHER TALK IN ENGLISH CLASSROOM 1029

Yunda Lestari

THE EFFECT OF THE *TPS* MODEL ON THE EKSPLANATION TEXT WRITING OF STUDENT OF MAN 1 PESSEL 1035

Yunifa Putri Aska, Aruna Laila, Yulia Pebriani

ABILITY TO WRITE PROCEDURE TEXT USING NUMBERED HEAD TOGETHER (NHT) CLASS XI MAN 1 PADANG STUDENTS MODEL 1042

Yusi Mairadhista, Rahayu Fitri, Ricci Gemarni Tatalia

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STUDENTS' PERCEPTION ON THE USE OF INSTAGRAM VLOG IN ENGLISH SPEAKING CLASSROOM

PERSEPSI MAHASISWA TENTANG PENGGUNAAN INSTAGRAM VLOG DALAM KELAS BERBICARA BAHASA INGGRIS

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Abstract
The purpose of the research is to find out students' perception toward Instagram Vlog in English Speaking classroom. Since University students had own difficulties in learning speaking skill, such as lack of vocabulary, grammatical structure and pronouncing the words in English. The method used in this research is a statistics descriptive analysis. The instrument used to collect the data is a questionnaire. The population of the research is all of fifth semester students of English Study Program at Baturaja University. The researcher used five points of Likert scale for analyzing the data from questionnaire data. Based on the result of the research, the research findings showed positive perception from the students toward the use of instagram vlog in improving their English speaking skill. The students agree that learning English speaking skill through instagram vlog is interesting thing because the use of instagram vlog makes their speaking experience more interesting (4.44), helps their grammar accuracy (4.00), find their weaknesses in English speaking skill (4.48), and learn to use their mobile for the beneficial activity (4.69). In conclusion, according to the average score of the questionnaire 3.26, it is classified as agree. It shows that the students have positive perceptions on the use of instagram vlog toward English speaking classroom.
Keywords: *EFL students, perception, instagram vlog, speaking*

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap Instagram Vlog di kelas English Speaking. Karena mahasiswa memiliki kesulitan sendiri dalam mempelajari keterampilan berbicara, seperti kurangnya kosakata, struktur tata bahasa dan pengucapan kata-kata dalam bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah analisis deskriptif statistik. Instrumen yang digunakan untuk mengumpulkan data adalah angket. Populasi dalam penelitian ini adalah seluruh mahasiswa semester V Program Studi Bahasa Inggris Universitas Baturaja. Peneliti menggunakan lima skala skala likert untuk menganalisis data dari data kuesioner. Berdasarkan hasil penelitian, temuan penelitian menunjukkan adanya persepsi positif dari siswa terhadap penggunaan instagram vlog dalam meningkatkan kemampuan berbahasa Inggris mereka. Siswa setuju bahwa belajar keterampilan berbicara bahasa Inggris melalui instagram vlog adalah hal yang menarik karena penggunaan instagram vlog membuat pengalaman berbicara mereka lebih menarik (4,44), membantu ketepatan tata bahasa mereka (4,00), menemukan kelemahan mereka dalam keterampilan berbicara bahasa Inggris (4,48), dan belajar menggunakan ponsel mereka untuk aktivitas yang bermanfaat (4.69). Kesimpulannya, berdasarkan skor rata-rata angket 3,26 tergolong setuju. Hal tersebut menunjukkan bahwa siswa memiliki persepsi yang positif tentang penggunaan instagram vlog terhadap kelas berbahasa Inggris.
Kata kunci: *siswa EFL, persepsi, instagram vlog, berbicara*

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1. INTRODUCTION

Speaking is the most essential skill in language teaching and learning, especially in English classroom. According to Nunan (2001) speaking is a skill that which generally has to be learned and practiced. Speaking is considered a skill to practice and master. It is the ability to express something in spoken language, it is like a complex skill because at least it is concerned with components of pronunciation, grammar, vocabularies and fluency. Moreover, Burns (2012) defined that learning to speak in another language is a challenging undertaking because speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real time.

The complexity of speaking skill refers to students speaking problem. The students need extra practicing activities guide by the educators. Ellis (2008) stated that lacking the chance to practice the language frequently and in different context may make the students struggle to develop their speaking skill. In addition, according to Tuan and Mai (2015) the problems that teachers can come across in helping students to speak in the classroom could be classified into four factors: inhibition, lack of topical knowledge, low participation, and mother-tongue use. Therefore, reducing students' inhibition, developing their topical knowledge, increasing their participation, and minimizing their mother-tongue use are the most important aspects to consider facilitating learners to master speaking. With the increasing importance attached to speaking as part of one's language competence within the Communicative Language Teaching paradigm, the teaching of speaking skills in foreign language learning has become a burgeoning area of research over the past two decades.

Moreover to the cognitive demand and other psychological factors, another challenge with speaking is that in the context where English is taught as a foreign language (EFL), learners have a limited number of opportunities to use the language outside of the class, if not any at all. Thus, language educators need to find strategies to extend the speaking practice out of class to expose their learners to the target language more, rather than merely rely on in-class activities and regular activities. As claimed by Thornbury (2005) that speaking is so much a part of daily life that we take it for granted. Therefore students' speaking skill needs to be developed and practiced day by day, especially on English day.

One strategy that may discuss in this research is the use of Video Blog or known as Vlog through instagram as a video sharing social media by watch and creates it. Vlog offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information content, and emotions which are shared with other internet users. In order to increase the amount of extensive practice of speaking skills out of class, to foster self-reflection, and to enhance learners' oral language skills, a number of multimedia technologies have been recently employed in language classes. The rapid development of technology and social media, they are facebook, twitter, blog, video blog, youtube, instagram and others, had been useful to support the language learning. It is considered as an alternative media that can increase students' skill and motivation. The most popular mobile application are youtube and instagram. While instagram is a mobile application that allows users to capture and share images and videoes with followers (Instagram, 2015). It launched since 2010. Instagram collaborate with vlog or instagram vlog can accommodate speaking practices. According to Mutmainna (2016) one of the latest approaches of teaching and learning English is by integrating technology in the classroom environment. Nowadays, blog and instagram had become an exploding passion among social

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media site. They are the most popular phenomenon among teenager students in every life as a friend for everybody.

There are numbers of studies related to the influence of vlog to the students' speaking skill and also related to the use of instagram as current trend in three recent years (Wulandari, 2019; Aqil & Fahri, 2018; Rahmawati et. al, 2018; Rakhmanina & Kusumaningrum, 2017). The previous research conducted by Wulandari (2019), this research found that the implementation of instagram vlog into a speaking class contributed to the improvement of the learners' speaking proficiency. Additionally, the analysis of the questionnaire demonstrated that the utilization of instagram vlog contributed EFL learners' on "enhancing fluency", "acquiring vocabulary items", and "boosting selfconfidence and motivation". Due to relatively short video duration, they were required to effectively convey their ideas maximizing their idea organization.

The media that familiar recently used to apply these vlogs are Youtube, facebook and instagram. One of the most popular Social Network that used by most of the students is Instagram. Students can used this social media to support their study. According to Blair and Serafini (2014) instagram is a social network based around sharing pictures, videos and some features which can be posted to te social media sites. Although several studies have explored the utilization of digital video recordings in foreign language speaking classes as a way of increasing learners' exposure to the target language, the majority of these studies either only focused on learners' perceptions of the incorporation of digital video recordings into speaking classes, or were conducted in an ESL context, where learners might have had many other opportunities to practice the target language. In order to have specific way in improving speaking skill, students significantly have strategies towards it. Based on the explanation above, the purpose of this research was want to find out the students' perception on the use instagram vlog in English speaking classroom among the fifth semester students of English Education study program, Baturaja University.

2. METHODS

The researcher has used the descriptive method in this investigation. The descriptive method used to analyze the gathered data objectively based on the fact that it would be found. (Sugioyono, 2010) explains the descriptive approach is statistics that using to analyze the data in ways that explain data that collecting as without intending to make a valid conclusion. The population on this research is the fifth semester students of English Education study program, with the sample 17 students and they were purposively selected. The rationale of choosing those participants was because all participants had been familiar with instagram vlog and they had been taught speaking English using instagram vlog. The research instrument used in this research was a questionnaire consisted of 16 items. The closed-ended statements use Likert-scale which related to the students' perception toward using instagram vlog in English speaking classroom. Questionnaire was constructed to answer the research question which is the perceptions of university's students of using instagram vlog in the classroom, relate to their English skill, and their motivation in speaking English. The questionnaires made use of the Likert scale ranging from 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree. Neag Centre for Gifted Education and Talent Development University of Connecticut (2007) states that perception affects emotions and behaviors and the emotional and behavioral reactions also help shape the environments and skew ones' beliefs about their environments. Questionnaire for the students give to know their feeling, opinion and thought using the media.

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The data from the questionnaire were analyzed by using Likert Scale. The answering each instrument items of Likert Scale that divided into positive statements and negative statements. Positive statement scores Category (5) strongly agree, (4) agree, (3) undecided, (2) disagree, (1) strongly disagree and Negative statement score (1) strongly agree, (2) agree, (3) undecided, (4) disagree, (5) strongly disagree. To interpret the students' responds, the researcher used the interval estimate. The interval estimation was used the interval estimate. The interval estimation was used to measure the parameter of population based on the score of rates interval sample data that has 15 intervals estimate each level. In this case, the rating score was ranged 20 to 100 and the questionnaire levels were 5 levels or 5 categories. Thus, the researcher started to measure the score of strongly disagree (20) to strongly agree (100). Therefore, the researcher used 15 intervals estimate and as well as large enough score in order to minimize the error level or insignificant scores in measuring. Then, to calculate questionnaire data into percentage, the researcher used the SPSS program. The interval of the students' perceptions responds on the questionnaire can be seen in the table 1.

Score	**Category**
84 – 100	Strongly positive (very high)
68 – 83	Positive (high)
52 – 67	Moderate (average)
36 – 51	Negative (low)
0 – 35	Strongly negative (very low)

Table 1. Rating score of perceptions category

3. RESULTS AND DISCUSSION

Based on the percentage analysis of students' perception on the table 2, the analysis shows that there were no students who states negative statement to the use of intagram vlog, 9 students (53%) were strongly positive who get score in interval 84-100, 3 students (18%) were positive category in interval 68-83 and 5 students (29%) were moderate in interval 52-67, and none for negative and strongly negative category. The table 2 indicates the implementation of intagram vlog in speaking classroom is interested to the EFL students. This supported by the following table:

Category	**Percentage**
Strongly positive (very high)	25.00%
Positive (high)	69.74%
Moderate (average)	5.26%
Negative (low)	0.00%
Strongly negative (very low)	0.00%
Total	100.00%

Table 2. The Percentage of Students‟ Perception

The table 3 shows that the mean score of the students' perception is 72.03 which mean it is in a positive category according to the range of students‟ perception score. Therefore, the students have positive attitude to the use of intagram vlog in English speaking classroom.

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No	Statements	Average	Classification
1	I think the use of instagram vlog helps me practicing my English speaking skill.	3.56	Agree
2	I think the use of instagram vlog helps me acquiring new English vocabulary.	3.12	Agree
3	I think the use of instagram vlog makes my speaking experience more interesting.	4.44	Strongly agree
4	I think the use of instagram vlog helps my grammar accuracy.	4.00	Strongly agree
5	I think the use of instagram vlog helps my pronunciation accuracy.	3.22	Agree
6	I fell more confidence to speak English, After doing the activity on making vlog in instagram.	3.16	Agree
7	It is easy to practice English speaking through instagram vlog.	3.10	Agree
8	I can practice English speaking more through instagram vlog.	3.53	Agree
9	I am very enthusiastic about speaking English through instagram vlog .	3.02	Agree
10	After learning by using instagram, my English speaking skill better than before.	3.21	Agree
11	Through this instagram vlog I find my weaknesses in English speaking skill	4.48	Strongly agree
12	Through this instagram vlog I find my strengths in English speaking skill	3.02	Agree
13	Through this instagram vlog I learn to use my mobile for the beneficial activity	4.69	Strongly agree
14	I prefer practicing my speaking in front of the class then in front of camera	2.72	Undecided
15	Speaking English through instagram vlog more enjoyable than traditional classroom learning .	3.38	Agree
16	It is difficult to make a vlog instagram because of the slow-speed internet on my mobile.	2.91	Undecided

Table 3. Students‟ Perception Questionnaire Result

As seen from the table 3, the students agree that learning English speaking skill through instagram vlog is interesting thing because the use of instagram vlog makes my speaking experience more interesting (4.44), helps my grammar accuracy (4.00), find my weaknesses in English speaking skill (4.48), and learn to use my mobile for the beneficial activity (4.69). In conclusion, according to the average score of the questionnaire 3.26, it is classified as agree. It shows that the students have positive perceptions toward learning English speaking skill through instagram vlog. This proved that the use of instagram vlog has a strong effect on the students' English speaking skill as supported by Rakhmanina and Kusumaningrum (2017) stated that vlogging as part of blogging trend lean towards to give a positive effect on developing learners' fluency, accuracy and accent. It was relatively easy to gain access to procedure of making vlog instagram because it is a well-known video sharing website where users can upload, view and share video. This was also due to the statistical

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reports on official website those more than one billion visitors every month and thousands of videos and topics in many languages are shared and are available on Intagram. As stated by Anil (2016) that vlogging is prosperous, if the students have high interest in using tool as well as their interest in developing their learning skill.

4. CONCLUSION

From the finding and explanation above, the researcher can say that the use of instagram vlog as leaning media is applicable for teaching English in speaking classroom. It indicated that the positive perceptions of the students to use instagram vlog in learning English speaking skill. It can boost students' motivation by providing fun and accessable learning process. In addition, it promotes good students' speaking performance.

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