

STUDENTS' PERCEPTIONS ON THE USE OF VLOG AS A VIDEO REFLECTION TO IMPROVE SPEAKING ABILITY IN KURIKULUM MERDEKA (EMANCIPATED CURRICULUM)

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Abstract: The purpose of this study was to identify how students' perception on the use of vlog as a video reflection to improve speaking ability in Kurikulum Merdeka (Emancipated Curriculum). 55 students as the respondents at 11th grade of SMA Islam Sultan Agung 1 Semarang participated in this study utilizing a descriptive quantitative methodology. The study's instrument was a questionnaire. According to the study's finding, vlog as a video reflection, particularly for speaking ability in Kurikulum Merdeka (Emancipated Curriculum) gave positive perception. There were 8 responses mainly agreed while 2 mostly disagreed. In conclusion, using vlog as a video reflection to improve speaking ability in Kurikulum Merdeka (Emancipated Curriculum) had given positive perception to students.

Keywords: *Kurikulum Merdeka (Emancipated Curriculum), speaking ability, video reflection, vlog*

Every aspect of life has seen a fast rise in technological innovation. Technology has a significant place in education. This aids both teachers and students in their learning processes. Numerous gadgets, including mobile devices, are used by both teachers and students to assist and facilitate the teaching and learning environment. For instance, as part of the teaching process, teachers offer a variety of web- and mobile-based applications to support collaborative classroom activities. Both teachers and students will benefit from using this mobile and web application.

Vlogs (Video Blogs) are one of the most well-liked technical advancements of the present and the new sort of video that students watch the most. According to Saputra (2017), vlogs are a type of blog that is shared via a social network and uses video material, which combines voice, video, animation, text, and photos. "Youtube Vlog is a possibility to shape a digital community and share people's real-life activities and thoughts from people around the world," claims Saiful (2019). A vlog, according to Gunelius (2012), is a style of blog incorporating video content. On one YouTube channel, users can make vlog content and submit it to their channel.

Numerous scholars, including Lestari (2019), Saidalvi et al. (2021), Muzakki and Indah (2019), and Muhsin (2018) have acknowledged the widespread usage of vlogging in education. They discovered that vlogs improved students' verbal skills, academic achievement, and desire to learn a subject. However, there is little research on the topic of using vlogs to enhance speaking. Students have a fantastic opportunity to develop their speaking abilities while using vlogs as reflective videos in Kurikulum Merdeka (Emancipated Curriculum). This gives kids the opportunity to practice both inside and outside of the classroom. The objective of study is to understand how the 11th grade students at SMA Islam Sultan Agung 1 Semarang feel about using vlogs as video reflections to enhance speaking skills in the Kurikulum Merdeka (Emancipated Curriculum).

REVIEW OF RELATED LITERATURE

Speaking

Speaking is an oral expression intended to emphasize certain things. According to Hornby (2010), speaking is instrument or tool that allows us to express our opinions, ideas and feelings. Two people set up loudspeakers to communicate with each other. The most crucial communication skill is speaking because it is a daily activity and the process by which language is created. Speaking is not just word formation, but also requires complexity, especially in communication.

Maulany (2013) states that oral assessment covers five aspects: grammar, fluency, pronunciation, vocabulary and comprehension. Furthermore, Khotimah (2014) argues speaking assessment includes six aspects: intonation, pronunciation, grammar, vocabulary, comprehension, and fluency. Speaking aspects can students identify their own speaking abilities. In Kurikulum Merdeka (Emancipated Curriculum), speaking in English is important (Dewi et al., 2023). It provides students to achieve their communication independently confidently, and verbally. Through the project of Kurikulum Merdeka (Emancipated Curriculum), students are able

to interact smoothly, spontaneously and confidently. In the project, students are able to speak freely about their topic.

Vlog

Amir (2019) defines a Vlog as a personal recording that is updated and shared regularly and consists of blogging activities using video on the main source of written or audio media. While blogs consist of individual profiles that are regularly updated and distributed to the public. It can be concluded that vlog is an activity where someone does blog activities using videos which are added with text and several other media in the video with or without editing, then the video is uploaded to social media. It is commonly used as personal notes and informed to the public and as a media learning.

The use of vlog as video reflection is very influential for students. Rakhmanina and Kusumaningrum (2017), explains that the learning process which uses video blogging or vlog is more effective than using expository strategies. They also explained that in order to motivate students to speak, every student should be given a freedom to develop ideas and share the ideas they have through personal vlog. This is what makes the use of vlogs recommended as reflection of learning media that can be in demand by students to increase learning motivation and improve their language skills.

Vlogs have many advantages that English teachers can use to teach speaking skills. According to Anderson (2012), the advantages of vlog are varied (1) We are able to demonstrate some motions in reverse by using video (with or without sound), (2) Using a particular effect can increase its educational and entertaining potential, (3) Information can be provided simultaneously in many locations (classes) via vlogs, and each class's screen placement allows for unlimited attendance or involvement and (4) With vlog, students can learn independently.

Kurikulum Merdeka (Emancipated Curriculum)

According to Jahari (2020), the Kurikulum Merdeka (Emancipated Curriculum) is the policy of the Republic of Indonesia's Minister of Education and Culture as a current, systematic educational assessment of implementation aimed at accelerating achievement of the compulsory educational goals in the 2013 curriculum, curriculum and educational challenges in the 4.0 revolution era. Kurikulum Merdeka (Emancipated Curriculum) is one of the efforts of freedom in thinking and expression. It is important for teachers to understand the learning model that will be applied when teaching. So that learning becomes conceptualized and the process is in accordance with the goals to be achieved. Not only knowing, but also understanding and able to apply learning models in class. For example, implementing a project-based learning model, so the level of difficulty must be adjusted to phases that exist in the Emancipated Curriculum. As a result, the teachers don't give the students problems that are out of step with their psychological development or level.

METHOD

The design of this research is quantitative method. The population in this present study is the 11th graders of SMA Islam Sultan Agung 1 Semarang. The researchers employed simple random sampling. The researchers had 55 students to be the sample. The researchers only employed one variable, which is perceptions of students regarding the use of vlogs as video reflections in Kurikulum Merdeka (Emancipated Curriculum) to enhance speaking abilities. The data collection for this study is questionnaire in the form of closed-ended questions. Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (DSA) are the four alternatives available on Likert scales.

RESULTS AND DISCUSSION

The results of the questionnaire are grouped based on each category. There are five categories of questions.

Result of the first question

The first question is about whether vlog offered students more opportunities to interact with their teacher and peers. The result is stated in table 1.

Table 1. Students' Response on the First Question

| Answer items | Frequency | Percentage |
|----------------------|-----------|-------------|
| a. Strongly Agree | 4 | 7.27% |
| b. Agree | 48 | 87.28% |
| c. Disagree | 3 | 5.45% |
| d. Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

It is clear from the table above that students felt favorably towards vlogs. There were 48 (87.28%) students of 55 students agreed that vlog is one of the most enjoyable ways to interact with teacher and peer.

1. Result of the second question

The second question is about whether vlog could build students' confidence. The result is stated in table 2.

Table 2. Students' Response on the Second Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 4 | 7.27% |
| b. Agree | 45 | 81.82% |
| c. Disagree | 6 | 10.91% |
| d. Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

From the data above, there were 45 students or 81.82% agreed that vlog could build their confidence.

2. Result of the third question

The third question is about whether vlog gave students chance to share their speaking ability with their teacher and peers. The result is stated in table 3.

Table 3. Students' Response on the Third Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 10 | 18.18% |
| b. Agree | 42 | 76.37% |
| c. Disagree | 3 | 5.45% |
| d. Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

From the table above, there were 76.37% (42 students) stated agree, 18.18% (10 students) stated strongly agree, then 5.45% (3 students) stated disagree and no one stated strongly disagree for question number three.

3. Result of the fourth question

The fourth question is about whether vlog allowed students to get immediate feedback from their teacher and peers by giving comment and subscribe. The result is stated in table 4.

Table 4. Students' Response on the Fourth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 7 | 12.73% |
| b. Agree | 39 | 70.90% |
| c. Disagree | 9 | 16.37% |
| d. Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

From the table above, 70.90% (39 students) answered agree, 12.73% (7 students) answered strongly agree, 16.37% (9 students) answered disagree about the statement.

4. Result of the fifth question

The fifth question is about whether vlog supported e-learning through speaking video and boosting group confidence. The result is stated in table 5.

Table 5. Students' Response on the Fifth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 10 | 18.18% |
| b. Agree | 43 | 78.19% |
| c. Disagree | 2 | 3.63% |
| d. Strongly Disagree | 0 | 0% |
| Total | 55 | 100% |

It is clear from the table above that students thought favorably of vlogs. Of the 55 students, 43 students (78.19%) believed that vlogs helped e-learning through speaking video and increased group confidence.

5. Result of the sixth question

The sixth question is about whether vlog could motivate me in learning speaking. The result is stated in table

Table 6. Students' Response on the Sixth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 12 | 21.81% |
| b. Agree | 38 | 69.10% |
| c. Disagree | 4 | 7.28% |
| d. Strongly Disagree | 1 | 1.81% |
| Total | 55 | 100% |

From the table above, there were 38 students or 69.10% stated that vlog could motivate them in learning speaking.

6. Result of the seventh question

The seventh question is about whether vlog required long time to master its components. The result is stated in table 7.

Table 7. Students' Response on the Seventh Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 0 | 0% |
| b. Agree | 13 | 23.64% |
| c. Disagree | 34 | 61.82% |
| d. Strongly Disagree | 8 | 14.54% |
| Total | 55 | 100% |

There were 61.82% (34 students) stated that vlog did not require long time to master their components.

7. Result of the eighth question

The eighth question is about whether students needed to learn some technology troubleshooting tasks to help them when implementing vlog properties. The result is stated in table 8.

Table 8. Students' Response on the Eighth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 14 | 25.46% |
| b. Agree | 30 | 54.54% |
| c. Disagree | 9 | 16.37% |
| d. Strongly Disagree | 2 | 3.63% |
| Total | 55 | 100% |

From the data above, it can be known that 30 students or 54.54% answered agree, 14 students (25.46%) answered strongly agree, 9 students (16.37%) answered disagree, and 2 students (3.63%) answered strongly disagree about the question.

8. Result of the ninth question

The ninth question is about whether students disliked using vlog as their speaking media because they must have good devices and it takes time. The result is stated in table 9.

Table 9. Students' Response on the Ninth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 4 | 7.28% |
| b. Agree | 21 | 38.19% |
| c. Disagree | 28 | 50.90% |
| d. Strongly Disagree | 2 | 3.63% |
| Total | 55 | 100% |

According to the aforementioned statistics, 28 students, or 50.90%, indicated that they preferred utilizing vlogs as their speaking medium. This indicates that their equipment were likely unsatisfactory and that using vlogs required a lot of time.

9. Result of the tenth question

The tenth question is about whether students felt frustrating to make vlog when they had trouble with signal. The result is stated in table 10.

Table 10. Students' Response on the Tenth Question

| Answer items | Frequency | Percentage |
|-----------------------------|-----------|------------|
| a. Strongly Agree | 8 | 14.54% |
| b. Agree | 27 | 49.10% |
| c. Disagree | 19 | 34.54% |
| d. Strongly Disagree | 1 | 1.82% |
| Total | 55 | 100% |

From table above, there were 49.10% (27 students) stated agree, 14.54% (8 students) stated strongly agree, 34.54% (19 students) stated disagree and 1.82% (1 student) stated strongly disagree about the question number ten. They did not get frustrated by practicing speaking using vlog because of the slow-speed internet.

From the tenth questions, the researchers could say that (1) The first and the second statement was dominated by agree scale. The researchers found in the first indicator, vlog was one of the most enjoyable ways to interact with teacher and peer. Most students agreed that vlog could build their confidence. (2) The third and fourth statement was dominated by agree scale. According to the study, using vlogs could give students the chance to demonstrate their speaking skills to their teacher and friends. (3) The fifth and sixth statement results, there were 2 statements were dominated by agree scale. Through these results, it showed that vlog supported e-learning and could motivate them in learning speaking. (4) The seventh and eighth statement results, most students answered that vlog did not require long time to master their components. (5) The ninth and tenth statement results, it showed that the students liked to using vlog as their speaking media and they did not get frustrated by practicing speaking. As a result, it was found that all statements were dominated by the agree scale. It can be concluded that these results showed that students had positive perception about vlog as a video reflection to improve their speaking ability in Kurikulum Merdeka (Emancipated Curriculum).

The above survey response was overwhelmingly positive. Most respondents (87%) agreed that vlogs offered a more enjoyable way to interact with their teachers and peers. The enjoyment comes from the format of vlogging, which allow students to create, process, and edit a video for certain audience. The vlogging activity changed the dynamic of classroom communication by removing the pressure of speaking on the spot because students have a chance to craft their ideas into an audiovisual product. The result likely explains why 82% of respondents felt that vlogging helped build their confidence because students have enough time to prepare. This sense of preparation and control over the ideas produced appears to be a key ingredient for positive perception of vlogging.

The social and interactional aspects of vlogging (question 3 and 4) also shone through. An overwhelming 94.55% of respondents (combination of 'agree' and 'strongly agree') felt that vlogs gave them a valuable chance to showcase their speaking skills to others (including teacher and peers). Furthermore, students view vlogging activity favorably (83.63% combination of 'agree' and 'strongly agree'; question 4) because they can receive and give feedback through comments. While the feedback might not always be immediate or deeply constructive, the possibility of receiving peer or teacher give the possibility to engage in authentic interaction. Another study by Muzakki and Indah (2019) also highlighted similar benefits, emphasizing that students felt more motivated when their spoken productions could be easily reviewed and commented on by classmates. Similarly, Rakhmanina and Kusumaningrum (2017) found that video blogging encouraged more dynamic communication flows between students and teachers.

The optimism regarding the use of vlogging is reflected in the data. Most students disagreed that vlogging required a long time to master (question 7) and that they did not need good devices for vlogging (question 9). The finding suggests that the digitally native generation views vlogging not as seen as a major technical hurdle. However, the data on the infrastructure needed for vlogging indicates a slight issue. A significant 80% of students (combination of 'agree' and 'strongly agree'; question 8), and nearly 63.64% admitted that poor internet signals could be a real frustration. This is a crucial nuance. The software of vlogging might be intuitive to learn and not time consuming, but the issue with required internet connectivity remain a very real barrier. Anderson (2012) cautioned that while vlogs offer multiple educational advantages, tools and technology skills cannot be taken for granted and it might form hidden hurdles for some students.

All in all, vlogging aligns well with the Kurikulum Merdeka since it hands the learning process over to the students. Vlogging is a good method to foster students' independence and give them a platform for authentic, project-based expression. The survey results also indicate that vlogging activity can lower the mental block that often prevents students from speaking up in a second language. However, while the students feel more confident and motivated to create vlogs, the study does not measure their actual speaking fluency, accuracy, and complexity. It's entirely possible that a student may not gain improvement in these domains. Furthermore, the issues related to poor internet signal can be a reminder that the digital divide is a classroom reality, especially in Indonesian context.

CONCLUSION AND RECOMMENDATION

Following completion of the study and receipt of the findings, the researchers concluded that there was a positive perception that was given by students who had made a vlog as a video reflection. It can be drawn from the results of the research. In short, vlog as video reflection was useful in learning process especially in Kurikulum Merdeka (Emancipated Curriculum). Teaching speaking by using vlogs as video reflection gave a contribution to the success of teaching speaking.

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