

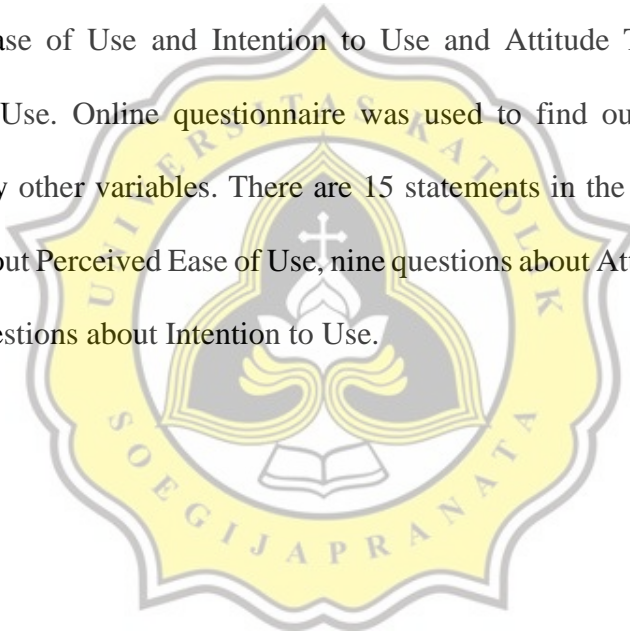
CHAPTER IV

FINDINGS & DISCUSSION

4.1 Findings

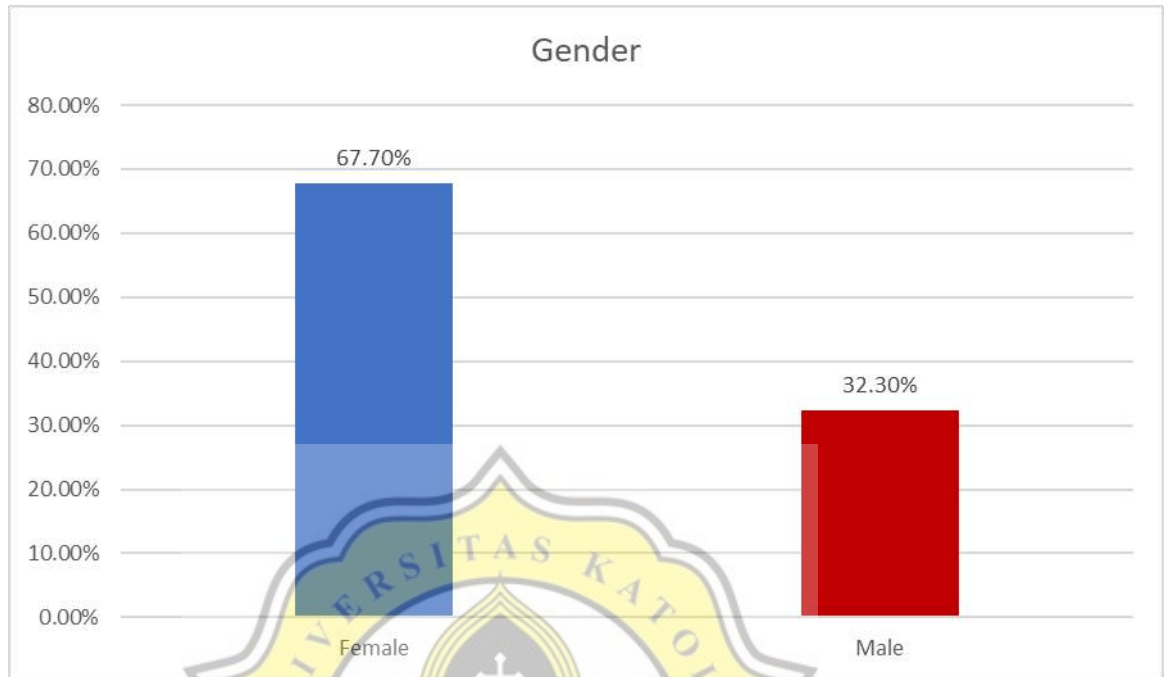
In this chapter, the writer would like to discuss the analysis of Students' Acceptance Towards Video Blogging as a Tool in Learning English.

This research aims to examine the student's acceptance towards video blogging. The writer would like to find out whether there is any correlation between Perceived Ease of Use and Intention to Use and Attitude Towards Usage and Intention to Use. Online questionnaire was used to find out if one variable is influenced by other variables. There are 15 statements in the questionnaire, three questions about Perceived Ease of Use, nine questions about Attitude toward Usage, and three questions about Intention to Use.



4.1.1 Demographic information of the participants

a. Gender



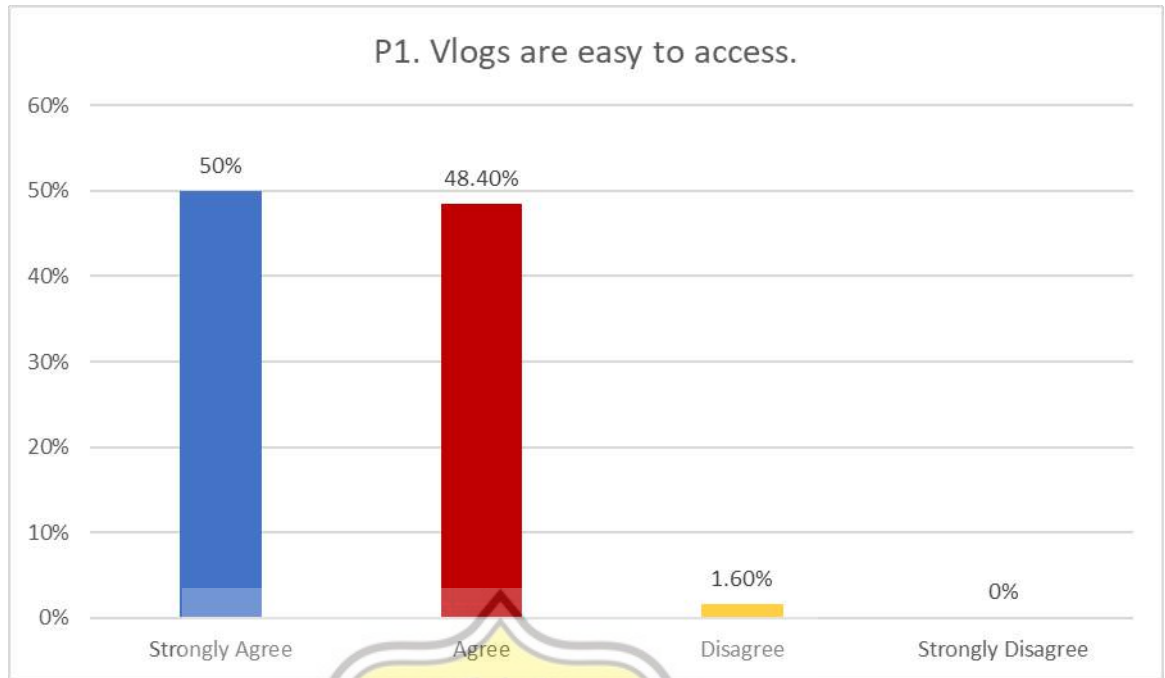
Graph 1 Gender of the Respondents

Graphs 1 showed that the female participants were 67.70% and the male participants were 32.30%.

4.1.2 Students' Technology Acceptance Towards the Use of Vlogs Perceived Ease of Use

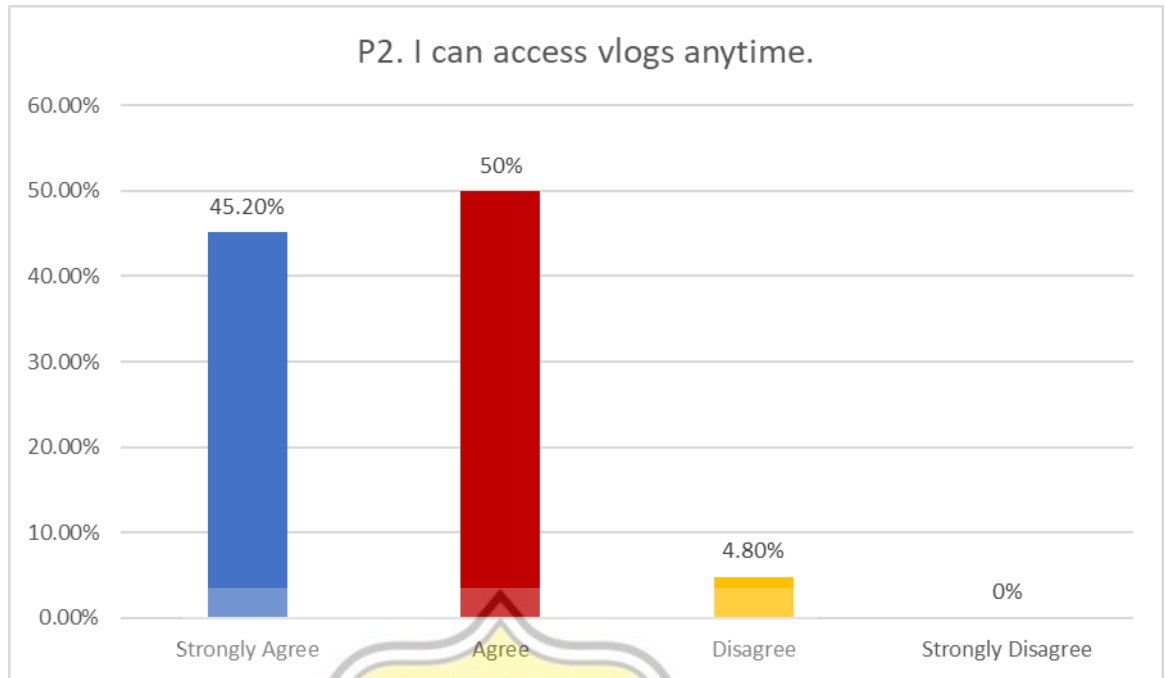
In this part, the writer would like to present the overall findings of the survey. The writer used SPSS (Statistical Product and Service Solution) to count the final average of each variables.

In this questionnaire, the options range from 1 to 4, with 1 Strongly Disagree to 4 Strongly Agree. The respondents have favorable responses if the mean is more than 2.5. If the mean is less than 2.5, the response is unfavorable or negative.



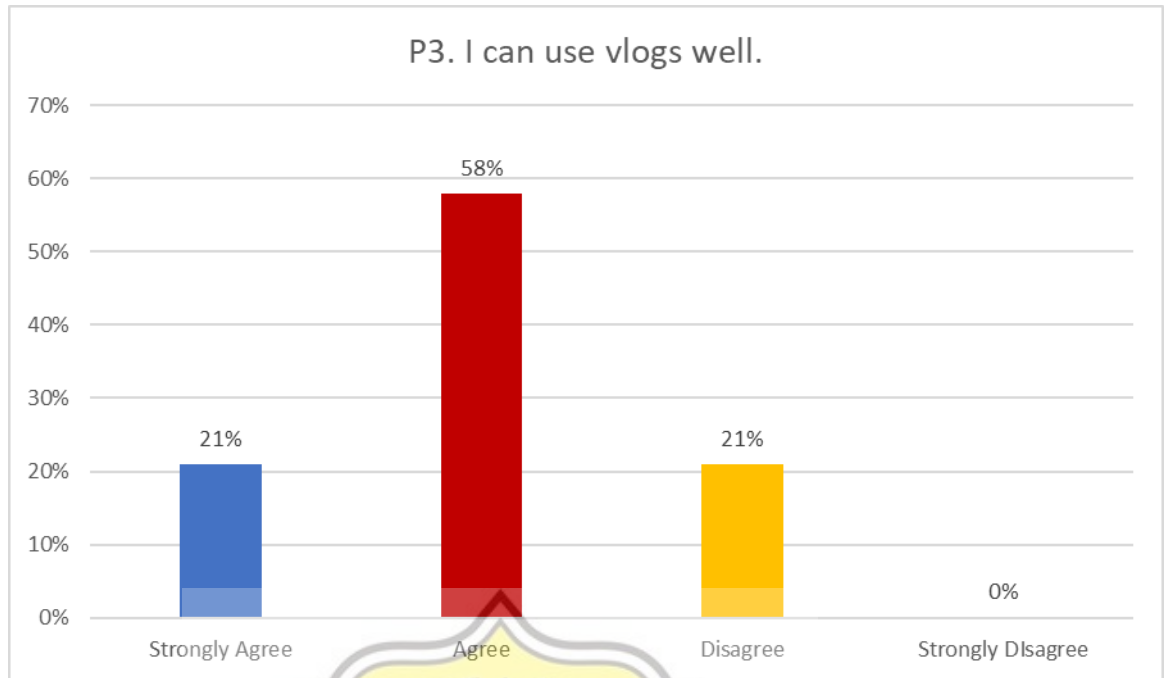
Graphs 2: Percentage of Responses for Statement P1 (Vlogs are easy to use)

The first statement is “Vlogs are easy to access”. In this statement, we can see that most respondents knew vlogs. In other words, they had access to vlogs. 50% of students strongly agreed and 48.40% agreed with the statement. Only 1.60% of the respondents who thought that vlogs are not easy to access. It means that they most probably have access to vlogs through social media such as YouTube.



Graphs 3: Percentage of Responses for Statement P2 (Vlogs are easy to use)

In the next statement, “I can use vlogs anytime”, the majority of respondents had favorable responses. They agreed that they can use vlogs anytime. 45.20% of the students strongly agreed with the statement and 50% agreed with the statement. It means that technology provides users an effective learning tool that can be accessed anytime.



Graphs 4: Percentage of Responses for Statement P3 (Vlogs are easy to use)

The third statement is “I can use vlogs well”. The statement aimed to find out whether the respondents have the ability to use vlogs well. Graphs 4 showed that more than half of respondents agreed with the statement. However, there were 21% of the respondents who disagree with the statement.

Table 3

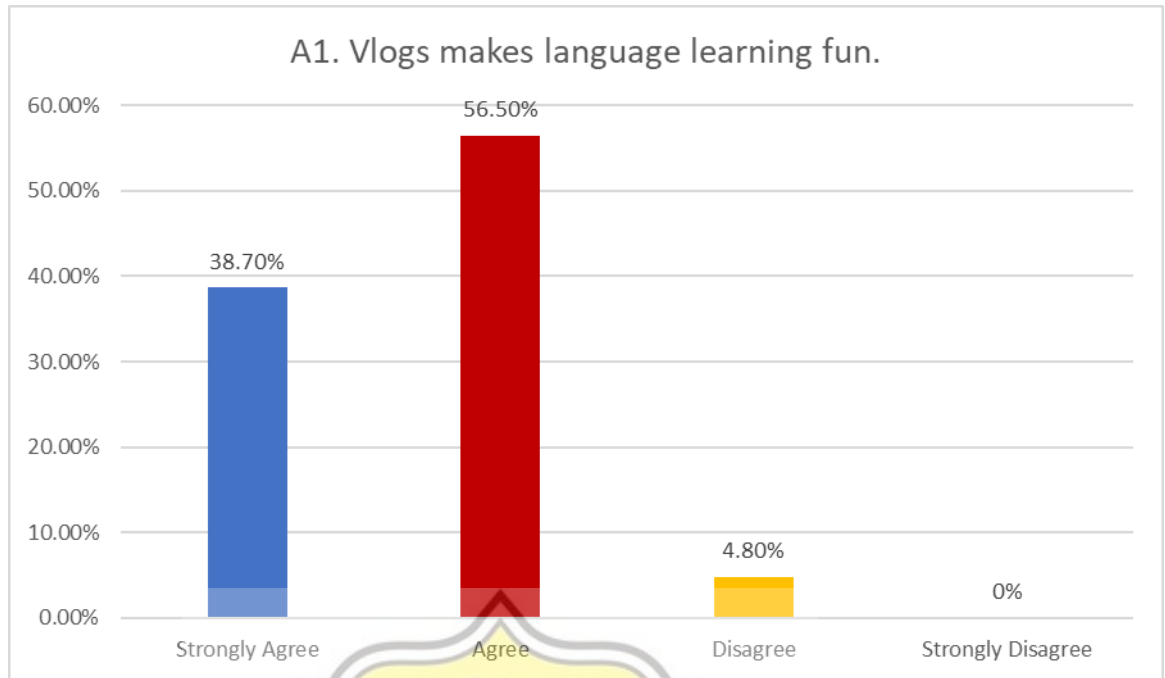
The Average Mean of Perceived Ease of Use

No.	Statement	Mean
1.	Vlogs are easy to access	3.48
2.	I can access vlogs anytime	3.40
3.	I can use vlogs well	3.00
Average		3.29

Based on Table 3, the results revealed that the final average of the first variable is 3.29 which indicates that the participants had a positive acceptance and they were able to use vlogs anytime. It can answer the research question number one that the respondents found that vlogs are easy to use and they can access anytime. This is related to TAM's theory that users will accept technology if they have a positive response towards technology itself.

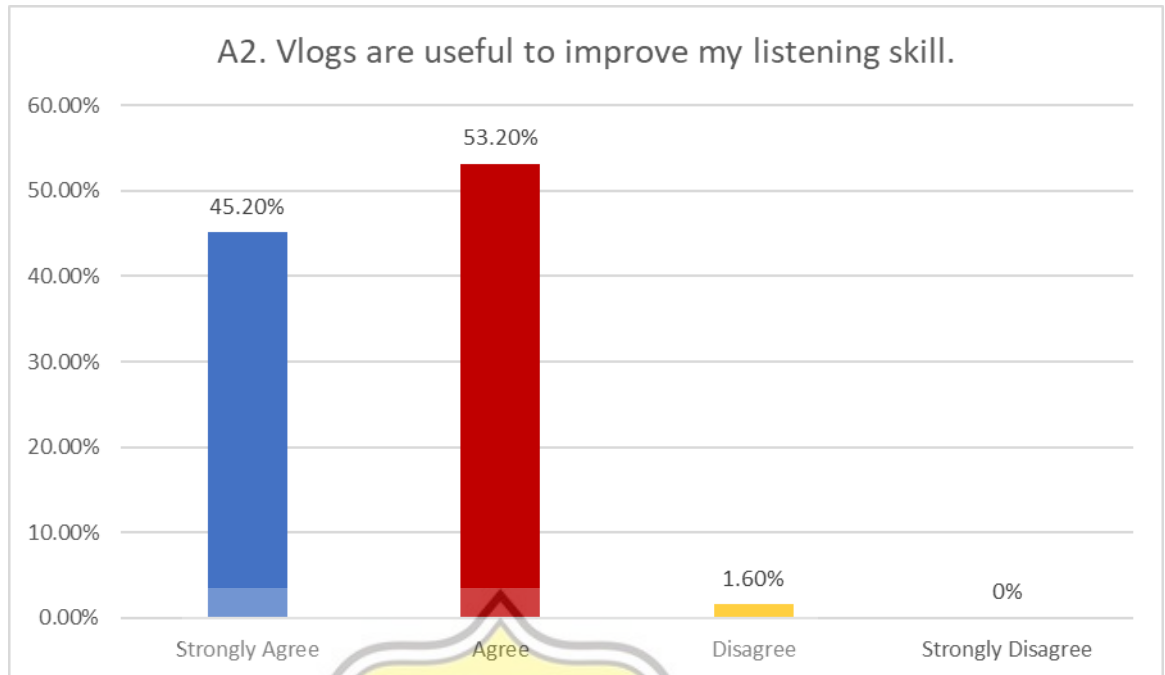
Attitudes Towards Vlogs

In this part, the writer will present the findings on whether students' perceived usefulness positively affects students' attitudes towards vlogs. The statement declares that vlogs are useful to enhance English skill. The writer will find out whether the students Agree or Disagree with the statements based on the multiple-choice they chose.



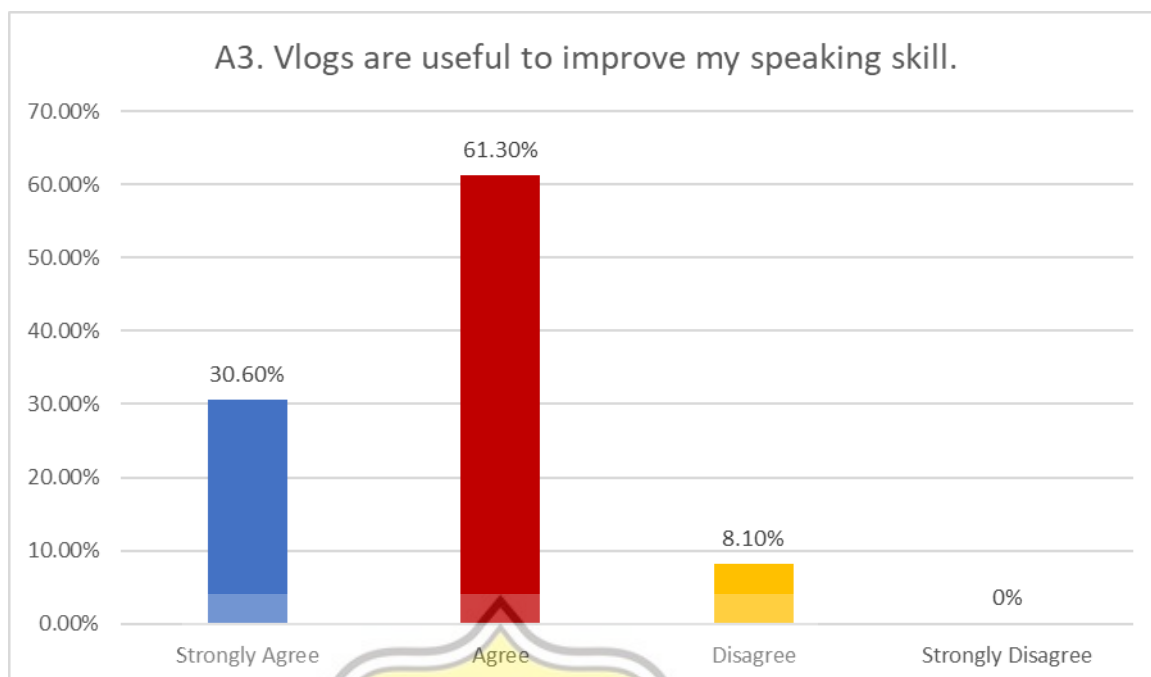
Graphs 5: Percentage of Responses for Statement A1 (Vlogs are useful)

The fourth statement is “Vlogs make language learning fun”. This statement was used to find out if the respondents agree that learning through vlogs is fun. The participants who opted for agreed with the statement are quite high. Graphs 5 showed that the respondents who strongly agreed with the statement were 38.70% and the respondents who agreed were 56.50%. It means that vlogs are fun as a learning tool.



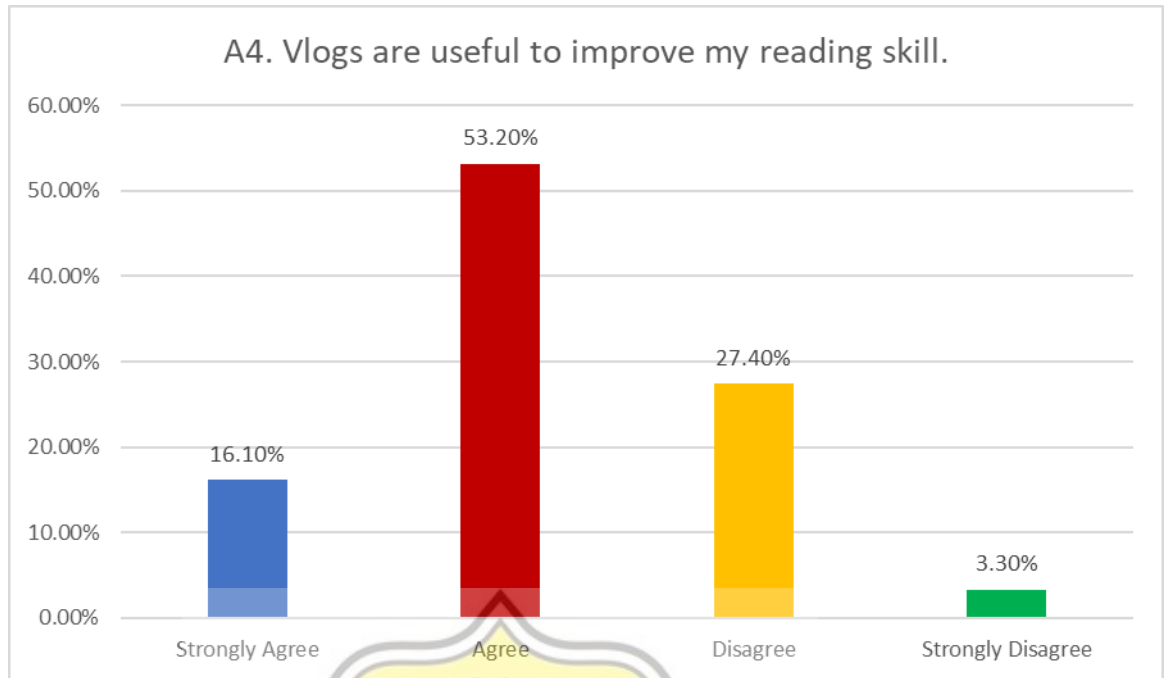
Graphs 6: Percentage of Responses for Statement A2 (Vlogs are useful)

The next statement is “Vlogs are useful to improve my listening skill”. More than half of the respondents agreed with this statement. There are 1.60% of the respondents who disagreed that vlogs can improve their listening skills. The rest of the respondents agreed with the statement. Thus, we can say that the respondents had favorable responses towards the usefulness of vlogs for listening skills.



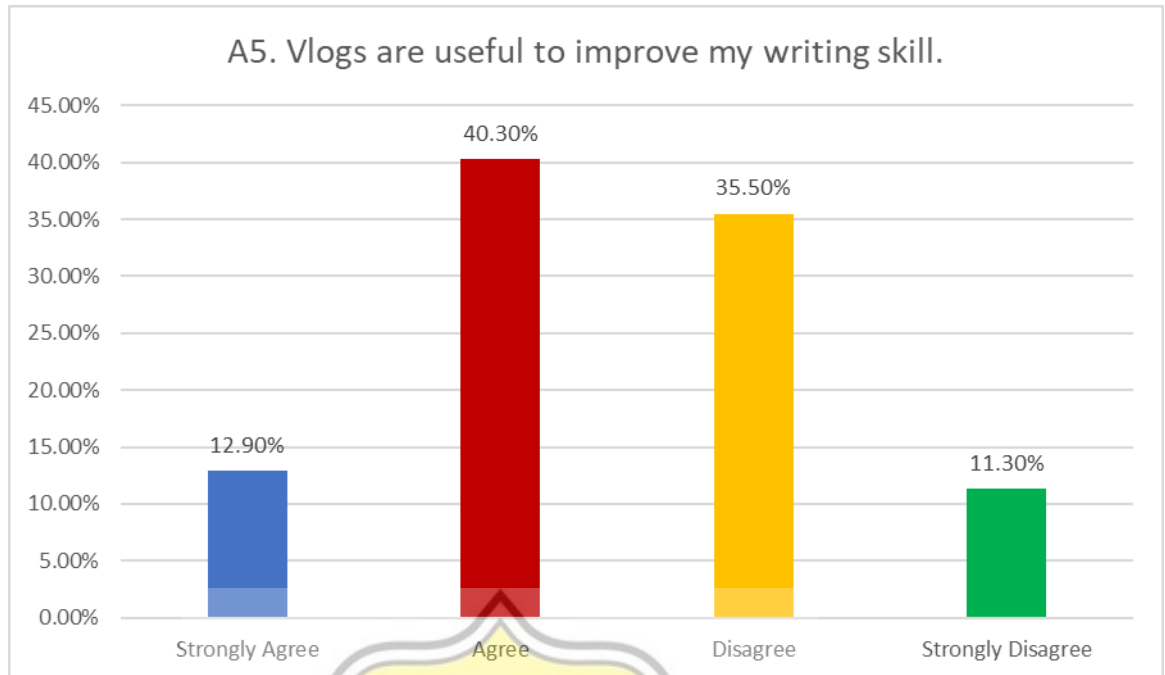
Graphs 7: Percentage of Responses for Statement A3 (Vlogs are useful)

The sixth statement is “Vlogs are useful to improve my speaking skill”. The statement aimed to investigate if vlogs have a positive benefit to improve speaking skills. Graphs 7 showed that the respondents agreed that vlogs are useful to improve their speaking skills. The percentage of respondents who agreed with the statement is high. 30.60% of the respondents opted strongly agreed and 61.30% agreed. It means what they see from vlogs can be implemented in language learning. Nevertheless, there are 8.10% of the respondents who disagreed with the statement.



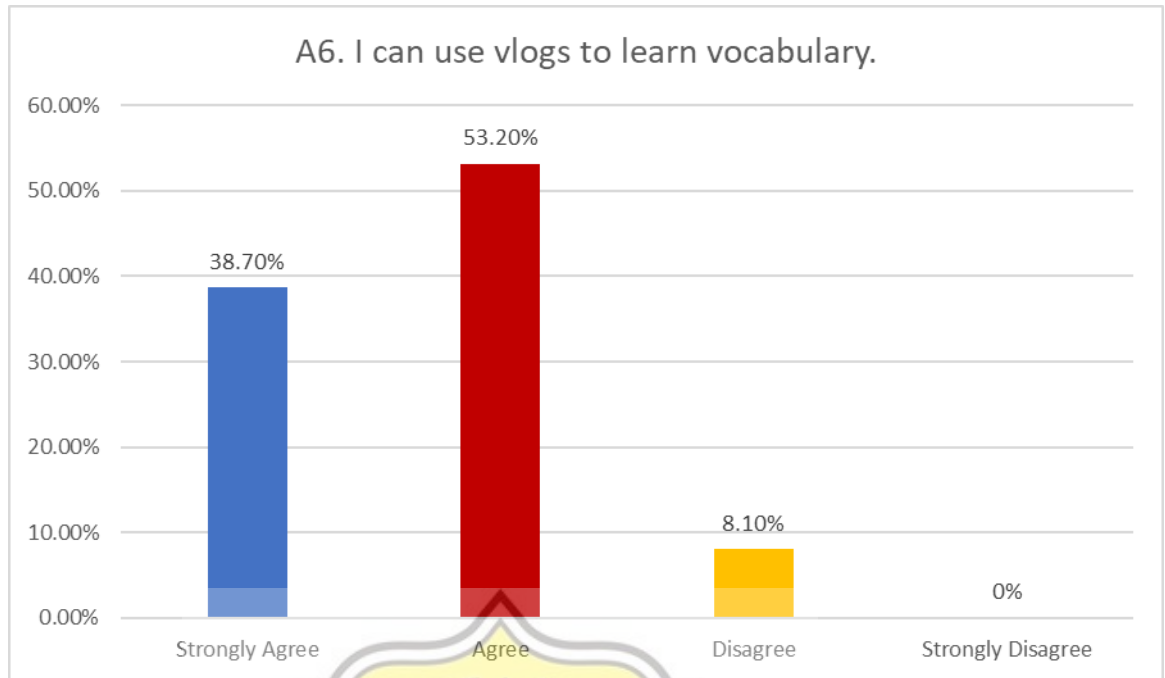
Graphs 8: Percentage of Responses for Statement A4 (Vlogs are useful)

The seventh statement is “Vlogs are useful to improve my reading skill”. The statement was used to examine whether the respondents agreed with that by watching vlogs they can improve their reading skills. The percentage of respondents who chose strongly agree is 16.10% and 53.20% of the respondents opted for agree. Almost a fourth of the participants disagreed with the statement and 3.30% of respondents strongly disagreed with the statement.



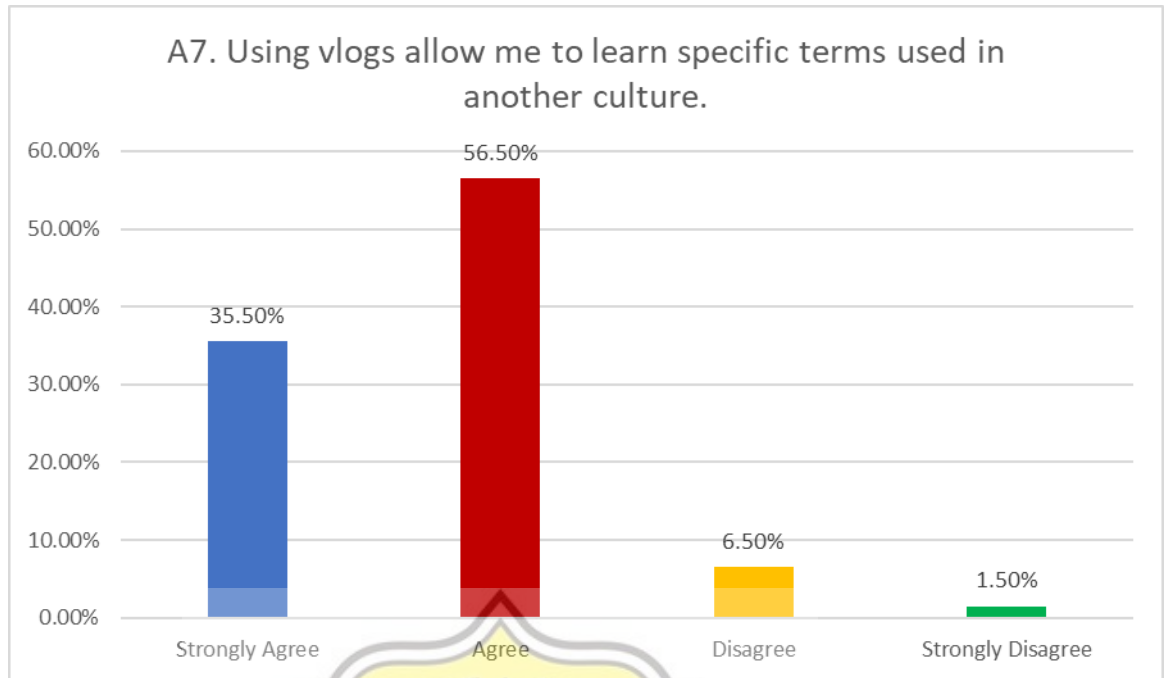
Graphs 9: Percentage of Responses for Statement A5 (Vlogs are useful)

The eighth statement is “Vlogs are useful to improve my writing skill”. The statement aimed to find out whether vlogs can significantly improve students' writing skills. Graphs 9 showed that the percentage of respondents who agreed and disagreed are almost the same. Most of the students opted for strongly agree yet in this graph the respondents who did not agree with the statement are highest than other statements.



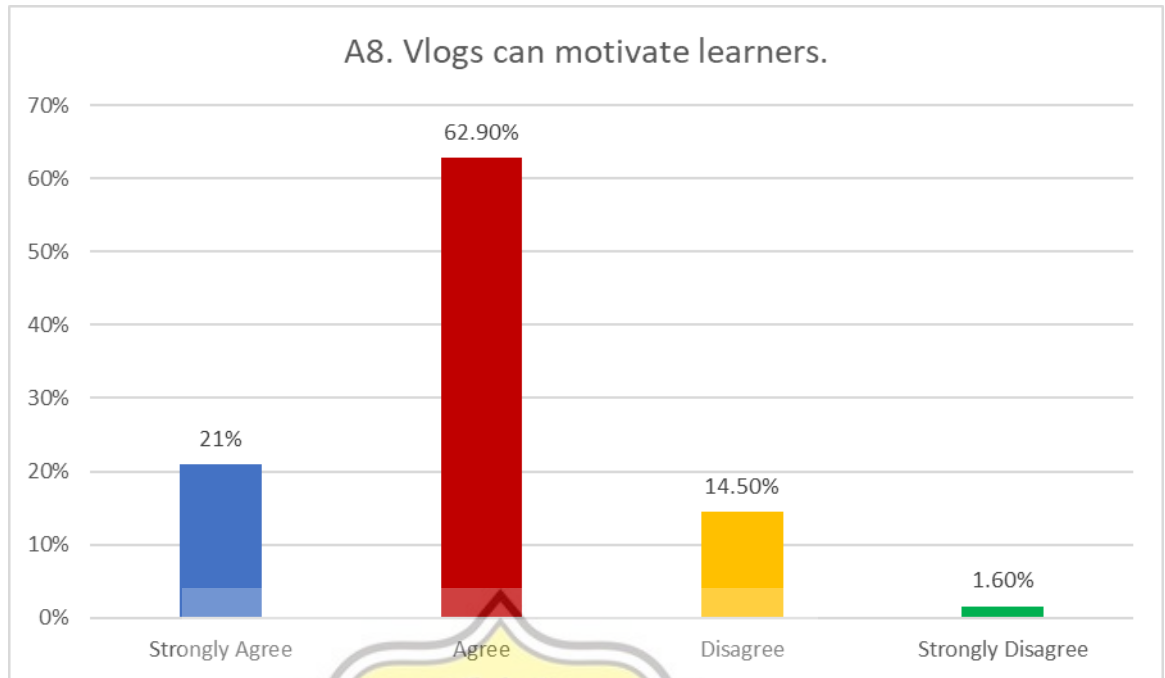
Graphs 10: Percentage of Responses for Statement A6 (Vlogs are useful)

The next statement is “I can use vlogs to learn vocabulary”. The statement was used to investigate whether the respondents can enhance their vocabulary by watching vlogs. The majority of respondents had favorable responses. 38,70% of students strongly agreed and 53.20% of students agreed with this statement. It means that the respondents can increase their vocabulary by watching vlogs. Only 8.10% of the respondents who did not agree with the statement.



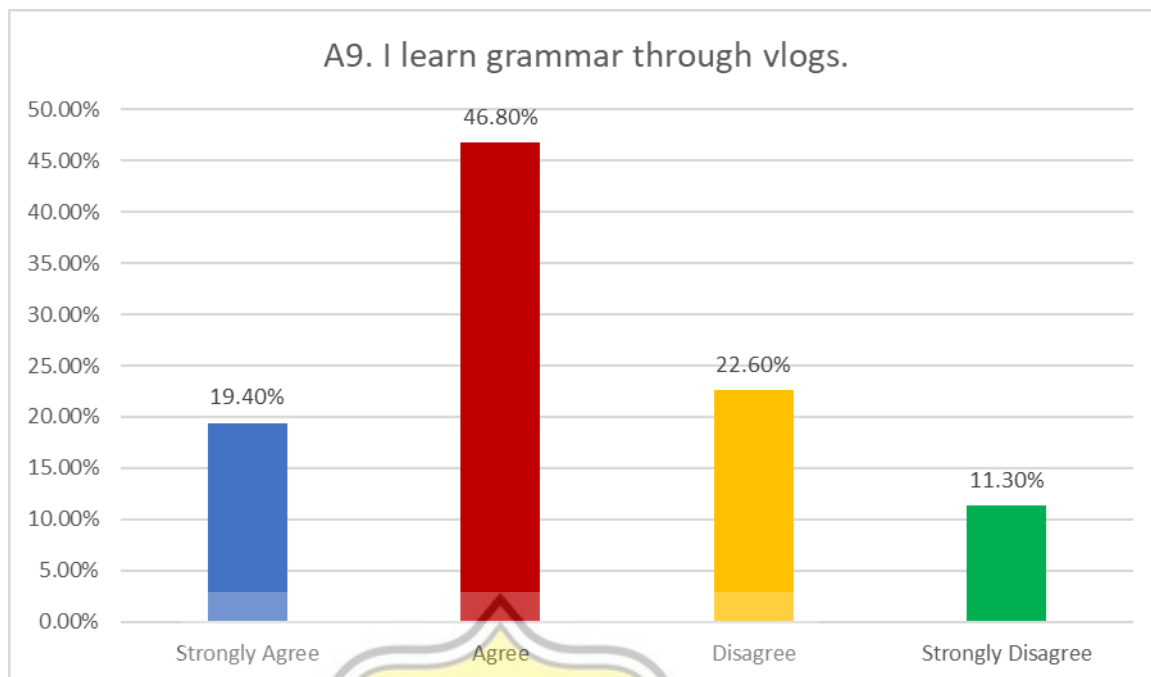
Graphs 11: Percentage of Responses for Statement A7 (Vlogs are useful)

The tenth statement is “Using vlogs allow me to learn specific terms used in another culture”. The statement aimed to examine if the respondents agreed that by watching vlogs, they can learn specific terms of other cultures. 35.50% of respondents strongly agreed and 56.50% agreed with this statement. However, there are the respondents who disagreed with the statement even though only 6.50% and 1.50%.



Graphs 12: Percentage of Responses for Statement A8 (Vlogs are useful)

The eleventh statement is “Vlogs can motivate learners”. The statement was used to find out if the respondents can be motivated by vlogs to learning English. The majority of respondents had favorable responses because the percentage of respondents who agreed with the statement is high, 62.90%. There are still 1.60% of the respondents who strongly disagreed with this statement. It is showed that vlogs can build a positive attitude to the respondents.



Graphs 13: Percentage of Responses for Statement A9 (Vlogs are useful)

The twelfth statement is "I learn grammar through vlogs". The statements aimed to investigate whether the participants not only improve their speaking, reading, listening, and writing skills but they also learn about grammar. The majority of respondents had favorable responses. More than half of the respondents agreed with this statement, 22.60% disagreed and 11.30% strongly disagreed. The percentage of respondents who disagreed with the statement is not low.

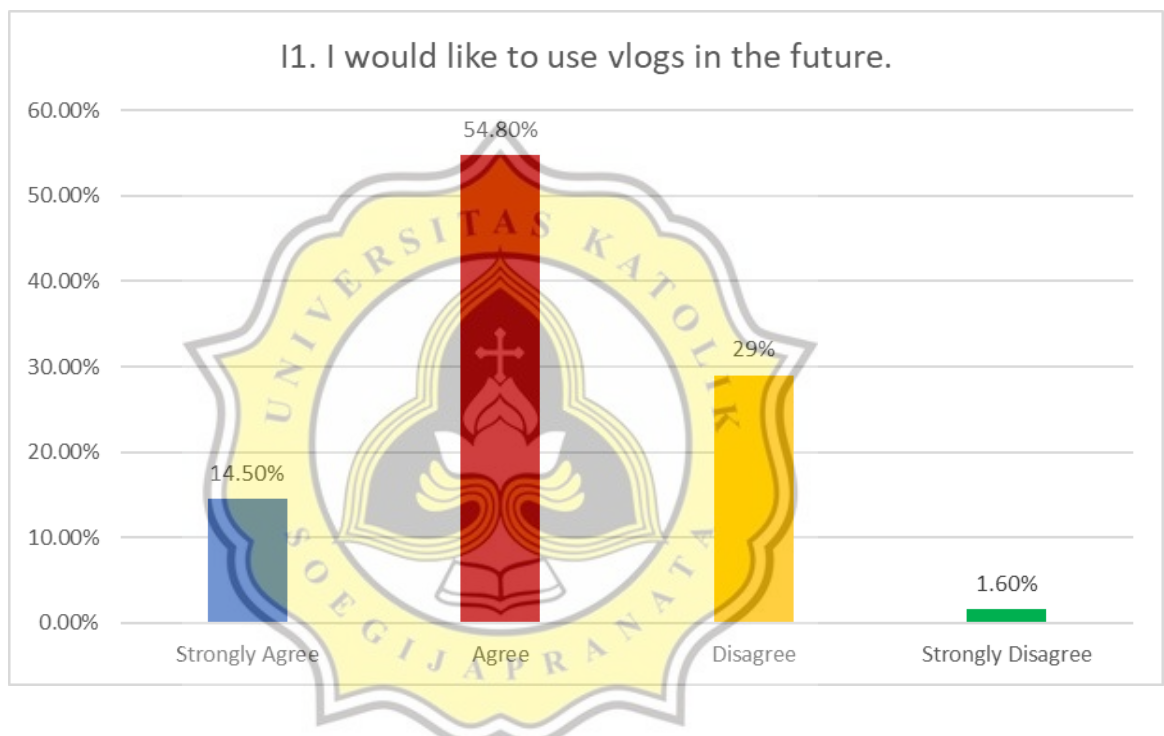
Table 4*The Average Mean of Attitude Towards Usage*

No.	Statement	Mean
1.	Vlogs make language learning fun	3.34
2.	Vlogs are useful to improve my listening skill	3.44
3.	Vlogs are useful to improve my speaking skill	3.23
4.	Vlogs are useful to improve my reading skill	2.82
5.	Vlogs are useful to improve my writing skill	2.55
6.	I can use vlogs to learn vocabulary	3.31
7.	Using vlogs allow me to learn specific terms used in another culture	3.26
8.	Vlogs can motivate learners	3.03
9.	I learn grammar through vlogs	2.74
Average		3.08

Based on Table 4, the results revealed that the final average of the second variable is 3.08. It is illustrating a positive response of the respondents. TAM's theory said that users are more likely to use technology if they have a positive attitude towards technology. The result shows that the respondents had a positive attitude towards vlogs because they found it useful and fun for learning English.

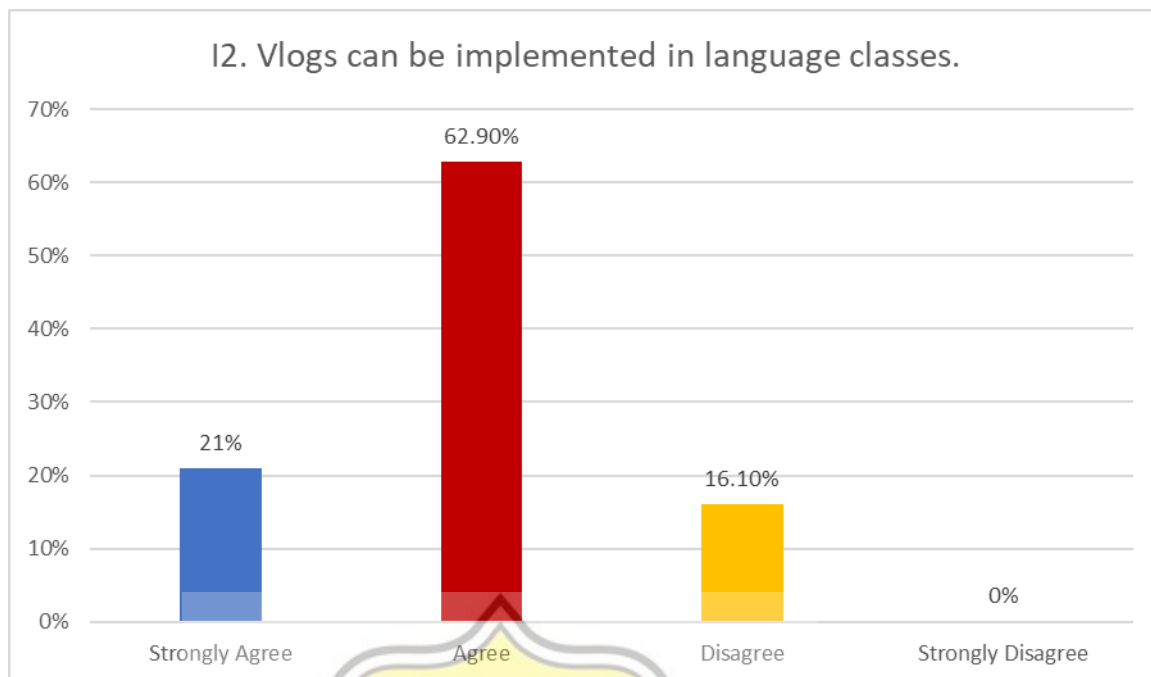
Intentions to Use

In this part, the writer presents the findings about students' perceived usefulness positively affect their intentions to use vlogs. The statements were designed to investigate whether students have the intention to use vlogs as a learning tool in the future. The writer will find out whether the students will use vlogs in the future or not.



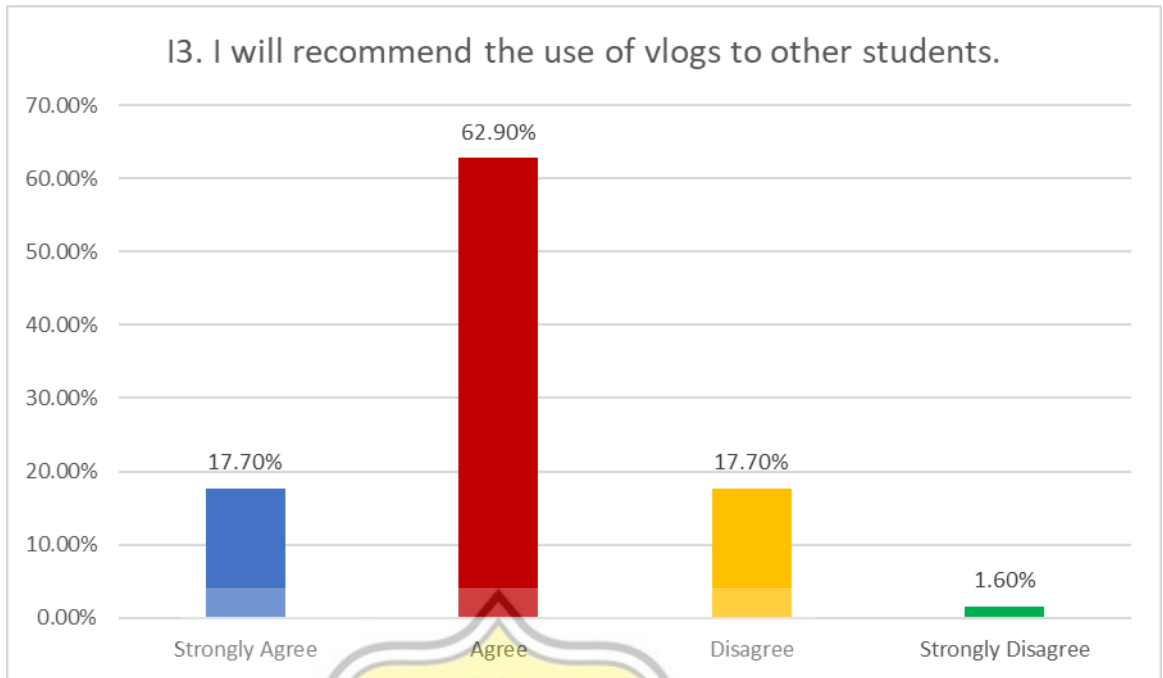
Graphs 14: Percentage of Responses for Statement I1

The thirteenth statement is "I would like to use vlogs in the future". This statement aimed to find out whether the students have an intention to use vlogs in the future. The results in Graphs 14 showed that more than 50% of the respondents agreed with this statement and the respondents who disagreed is 29% even the respondents who chose strongly disagreed is 1.60%. It means that some of them are not going to use vlogs in the future.



Graphs 15: Percentage of Responses for Statement I2

The fourteenth statement is “Vlogs can be implemented in language class”. This statement was used to find out whether the respondents agreed that vlogs are compatible enough to be implemented in the language class. Graphs 15 showed 21% of students strongly agreed and 62.90% agreed with this statement. Although, 16.10% of students disagreed. The percentage of respondents who agreed with the statement is quite high. It means that they would like to learn the language in class using vlogs.



Graphs 16: Percentage of Responses for Statement I3

The last statement is “I will recommend the use of vlogs to other students”. The statement was used to investigate if the respondents have an intention to use and to recommend the other student to use vlogs. The percentage of respondents who agreed with the statement is high, 62.90% of students agreed with this statement but 17.70% of respondents disagreed with the statement. 1.60% of the respondents even strongly disagreed with the statement.

Table 5

The Average Mean of Intention to Use

No.	Statement	Mean
1.	I would like to use vlogs in the future	2.82
2.	Vlogs can be implemented in language class	3.05
3.	I will recommend the use of vlogs to other students	2.97
Average		2.9

Referring to Table 5, the result shows that the mean of the total statement is 2.9. It might not be as high as the other variables but it was considered as a positive response of the respondents. The respondents show their positive intention for using vlogs in the future. However, in TAM's theory, the intention is the part of the student's acceptance, thus if the students have a positive intention it means that the students accept vlogs as a tool in learning English.

4.1.3 Does students' perceived ease of use positively affect their intention to use vlog?

Table 6

Correlation between PEOU to Intention

Correlations			
		P	I
P	Pearson Correlation	1	.332**
	Sig. (2-tailed)		0.008
	N	62	62
I	Pearson Correlation	.332**	1
	Sig. (2-tailed)	0.008	
	N	62	62
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on Table 3, there is a correlation between Perceived Ease of Use and Intention. Nonetheless, the correlation between these two variables is weak. Correlation coefficients less than 0.5 are considered a weak correlation. Thus, weak correlation of Perceived Ease of Use means that it does not significantly influence student's intention to use vlogs as a tool in learning English.

4.1.4 Do students' perceived usefulness positively affect their attitude to use vlog?

Table 7

Correlation between Attitude to Intention

		Correlations	
		A	I
A	Pearson Correlation	1	.682**
	Sig. (2-tailed)		0.000
	N	62	62
I	Pearson Correlation	.682**	1
	Sig. (2-tailed)	0.000	
	N	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 showed that there is a strong correlation between attitude and intention because the correlation coefficients are more than 0.5. Based on the table above, attitudes positively affect intention to use vlogs. The more positive student's attitude is, the higher the student's intention to use vlogs is. Thus, if the students feel that vlogs are useful for them, then they will likely use it again in the future.

4.2 Discussion

After the writer analyzed the overall data collected from the questionnaire, now she would like to discuss the findings. According to the overall data, the writer found that video blogging (vlogs) are useful to learn English. Based on the data above, most of the respondents agreed that learning through vlogs are beneficial and useful. The respondents expressed their opinion by the multiple-choice that they have chosen.

Based on the results, they find that they can easily access vlogs and use it anytime they want. It also means that they have an ability to learn English using vlogs. They also showed their positive attitude towards vlogs. Thus, vlogs can be considered as a useful and fun learning tool. The respondents admitted that vlogs are useful to improve their English skills such as reading, speaking, writing and listening skills. Writing skill can be improved if students master a lot of vocabulary and grammar which they have learned through vlogs. Learning from vlogs can prevent them from making many grammatical errors when they write their composition. Nevertheless, there are also the respondents who showed their negative attitude towards vlogs but it is still lower than the respondents who showed their positive attitude. The percentage of the data also showed that most of the respondents have a positive attitude towards vlogs and it can influence their intention to use vlogs.

There is a low correlation between Perceived Ease of Use (PEOU) and Attitude Towards Usage, although PEOU do not significantly affect the student's attitude. However, there is a strong correlation between two variables, Attitude Towards Usage and Intention. It can be seen in Table 4 that if the students have a positive attitude then they will also have a positive intention to use vlogs. When the students feel that vlogs are useful for them to improve their English mastery. Thus, they have the intention to use it as a learning tool in the future or even recommend it to other people.