ABSTRACT

Nada Nuraeni (2019): “THE USE OF BEAUTY VLOG AS MEDIA FOR TEACHING VOCABULARY OF BEAUTY CARE (A Descriptive Study At Eleventh Grade Students of Beauty Major at SMK NEGERI 9 BANDUNG).”

In a vocational high school in Bandung, students still find difficulties to learn the names or terms of beauty care in English. When there are questions about the vocabulary of beauty care, students still answer inaccurately. From these problems, it can be concluded that they need appropriate media to learn about the names or terms of beauty care in English and one of them that can be used is vlogs.

This research was aimed (1) to reveal the process of using beauty vlogs as media for teaching vocabulary of beauty care, (2) to find out the challenges of using beauty vlogs as media for teaching vocabulary of beauty care, and (3) to describe how the students respond to beauty vlogs as media for teaching vocabulary of beauty care. Furthermore, this research employed a descriptive qualitative method. The data collection was carried out by employing observation and interviews.

The research found that the process of teaching English by using beauty vlogs ran well. It can be seen from the data of observation sheet. It showed that both the teacher and students had met the indicators listed as activities during the learning process. The teacher encountered many challenges in using beauty vlogs. Teacher don't think it's beauty vlogs, the reason is maybe it takes time, especially since the kids are too busy with school activities too. When choosing vlogs content sometimes dull, and inappropriate contents can bother students while looking for the resources. said that looking for material related, for example about the procedure text. Attributed to RPP only. Teacher’s said that the difficulty may not be used to well because this beauty vlogs media seems to be a new discovery to be used as a medium of learning in the classroom. So far, teacher see the difficulty may be in terms of the mood of the students if for example given beauty vlogs that many vocabularies. For in the future, the teacher might use it, but if it is not possible, she do not use beauty vlogs. Furthermore, there were many response that the students encountered during the lesson when the teacher taught using beauty vlogs. Students knew beauty vlog from YouTube. They also liked it as media of teaching vocabularies since they thought that it was interesting to learn vocabularies from the vlog. The students thought that the use of beauty vlogs helped them learn vocabularies better, made them easier to remember the vocabularies as well since the teacher, during the lesson, paused and played the video when she wanted to tell or ask the students about the content of the video, particularly the vocabularies. The use of the vlog made the students look forward to learning English since they liked it.

This research concluded that beauty vlogs can be used as media of teaching English in vocational high schools since it is meaningful for students. Therefore, teachers are suggested to use beauty vlogs when teaching English vocabulary of beauty care in vocational high schools.