

CHAPTER I

INTRODUCTION

A. Background

Since pronunciation is recognized as a significant element in speaking skills for the language learners, it becomes more necessary for the language learners to pay extra attention of their pronunciation in their speaking. Not only for speaking skills, but also in large it becomes crucial for communication. English pronunciation has various components such as word sounds, word stress, intonation, and variation in pitch. Those components are important to be learned in learning pronunciation especially for the word stress component. Learning word stress pronunciation is very important for English communication. It does not only help to communicate ideas easily but also understand other speaker's aims as well. Misunderstanding may occur, if either speakers or hearers pronounce some words incorrectly.

Pronunciation is considered as a fundamental skill which students should acquire, mainly because it has strong affect to accuracy and comprehension. Cited in (Yangklang, 2013) according to Garrigues (1999), said that the foundation of effective spoken communication is good pronunciation. Moreover, according to Zhang & Yin (2009) (Yangklang, 2013) stated that pronouncing word stress correctly can improve directly to English communication ability. So from the

statements above, word stress in pronunciation is one of the most important things that students have to master in order to avoid misunderstanding in speaking also to communicate appropriately and fluently.

Video is kind of visual media which has audio as well. It is a kind of media which can make learning process more interesting. The principle known as the “multimedia principle” states, “people learn more deeply from words and pictures than from words alone” (Mayer, 2005). According to Zhu (2012), Video appeals to different senses via sound, image, color and shape at the same time. This variety is of such great importance in terms of dealing with different learners and learning styles cited in (Washang, 2013). Learners can learn visually from videos as the good sources also they can learn more about pronunciation, stress and intonation patterns clearly. It also improves the student contextual learning by guessing and comprehending the video. It will make the learners find out their background knowledge easily and it makes the learners analyzing what they should understand and know. Watching video during learning process also build up the learner motivation to learn and catching up the lesson of ESP program.

Nowadays, video has been improved in many kinds of types along with the evolution of media which had grown quickly. Vlog or Video blog is something new which is improved from textual blog. It is one of social networking site’s blog. According to Mogallapu (2011) video blog (vlog) is new thing of blogs form which have received increased attention over the years. It is more interesting than blog

which has textual genre. On the one hand, vlogs offer opportunities for speaking skills, digital literacy skills, multilingual peer learning, and opinion conflicts through cultural stereotypes, and intercultural skills (Codreanu, 2016).

Cited in Yangkalng (2013), Fraser (2000) says that many second language learners of English have major difficulties in pronunciation. The problem also found in SMAN 2 Cikarang Utara, Bekasi based on the interview with a teacher who teaches English there. She said a lot of students are very low to communicate with English especially among first year students; one of many reasons is because they feel so hard to pronounce English words even only one word. It is also known from the learning and teaching process when the teacher asks them to read some passages they don't feel comfortable to read them because of their lack of pronunciation skill and lack of pronunciation practice as well. As known than even pronouncing an English word rhyme, stress and tone is considered. The Therefore, relating to the explanation of student pronunciation skill and the explanation about vlog in learning process the writer would like to boost student's word stress ability through video blog (vlog) watching activity in speaking class as a media of teaching in the research. The writer believes by adding the video blog (vlog) can make the learning process more interesting. This kind of learning process is so useful especially for the EFL learner because they learn with real example and they will feel the language is used for real purpose.

There is a previous research about video blog (vlog) “Vocabulary learning and Vlogging” studied by Joel Gustafsson (2016). This previous study is about an exploratory vocabulary learning by using vlogging and compared with orthodox written exercises, furthermore “The Promises of Videoblogging in Education” by Baran Evrim (2016), that research discusses about how videoblogging can impact to education whose teachers can be videobloggers and students too. They can make a product that has variety of content is in videoblogging, especially in students. Students can improve their ability in speech to promote something, telling about their activity, and explaining how to make something. In this study, researcher would like to analyze the same thing about vlog but in different case. In this study, the researcher would like to know whether vlog can boost student word stress pronunciation or no, and how does the impact of vlog to students’ word stress pronunciation. So, based on the background above, the researcher is interested in taking “Boosting Student’s Word Stress Pronunciation through Video Blog (Vlog) Watching Activity in Speaking Class”.

B. Research Questions

To address those issues above, this study focuses on these research questions:

1. What is the students’ word stress pronunciation before being boosted with video blog (Vlog)?
2. What is the students’ word stress pronunciation after being boosted with video blog (Vlog)?

3. How significant is the improvement of students' word stress pronunciation after being boosted with video blog (Vlog)?

C. Research purposes

From the research question above, this study purposes are to:

1. To find out students' word stress pronunciation before boosted with video blog (vlog).
2. To find out students' word stress pronunciation after boosted with video blog (vlog).
3. To find out the improvement of students' word stress pronunciation between before and after boosted with video blog (vlog).

D. Research Limitation

To further focus of this research, the author limits this research to boost students' word stress pronunciation ability through watching video blog activity (vlog) in speaking class in SMAN 2 Cikarang Utara, Bekasi.

E. Significances of study

The significance of this research practically can give the benefit for teachers to develop teaching English in pronunciation skills so students are interested to improve their pronunciation skills, especially in English word stress. The research study is expected to reveal the result as follows:

1. The writer expects that this research can prove how video used can be an effective media in improving student word stress pronunciation.
2. The writer expects this research can enrich the writer's knowledge about word stress pronunciation.
3. The writer expects that this research can inspired other of new media that can be used to improve students' word stress pronunciation.

F. Rationale

Pronunciation was defined as “the act or result of producing the sounds of speech, including articulation, intonation, stress, and rhythm” by McArthur (1992, p. 810) cited in Cimenli (2015). Moreover, Stress is used to describe the point in a word or phrase where pitch changes, vowels is lengthened and volume is increased. It is vitally important in conveying meaning in phrases and sentences. (Yangklang, 2013) Therefore, word stress pronunciation becomes one of the most important things to be learned in pronunciation by the language learner especially for EFL student to avoid misunderstanding of aims and ideas.

According to Erben, Ban, & Castañeda (2009) video in teaching learning process creates more living than we did not use media. The use of media in the process of pronunciation will be helpful in determining the product of speaking. In addition, using video in learning pronunciation is interesting and motivating students to learn more about English pronunciation. Audio and visual can increase the level of student's interest to improve their pronunciation skills.

According to Sowntharya, Gomathi, & Muhuntarajan (2014) media is needed in education, analysis of available resources and it can improve some skills in listening, speaking, and reading. Video (audio-visual) as a media to improve student speaking skills, it supported also with Richards and Renandya's study (as cited in Mustikawati, 2013) stated that a good way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with chances to use the language.

Vlogs are changed from text format to a creative form of expression and communicative (Biel, Gatica-Perez, & others, 2010a). This kind of new blogs form also more interactive in learning language process. A particular kind of vlogging is a way to practice languages online while learning any languages (Combe, 2014). The language learner will be brought to real activities and purposes of this kind of media. Therefore, as the theories above the writer would like to apply vlog in senior high school as the media of learning to increase and influence student's pronunciation skill.

Video blog or vlog is a type of learning materials that is suitable to use in most learning and teaching process. It can be an alternative teaching and learning techniques for developing pronunciation. Using video blog can encourage the autonomous learning of individual student, and it is a good way to improve pronunciation ability. Therefore, this study developed video blog program to boost student's English word stress pronunciation.

G. Previous Studies

There are some previous studies of vlog that have been investigated; one of them is Increasing Student Talk Time through Vlogging, a study from (Watkins, 2012). The research discussed how to improve students' speaking skill through videoblogging activities. Many contents can be made by them through a videoblogging, for students especially, they can improve their speaking skills, telling about their activity, explain about how to make something and else.

Another study titled "A survey of video blogging" that has been discussed by Gao, Yonghong, Tiejun, & Qian (2010). They mentioned some differences among IPTV, internet video, and vlogging service, Gao and friends discussed what is vlog and also comparing with others kind of video.

"Vlogging: a new channel for language learning and intercultural exchanges" a study done by Combe and Codreanu (2016), this study highlights the potential of vlog to support informal language learning like offering opportunities for speaking skill, digital literacy skills, multilingual peer learning, opinion conflicts through cultural stereotypes, intercultural skills and intercultural exchange in a global world.

"Video blogging and English presentation performance", this study done by Huang and Hung (2015) uses qualitative and quantitative method or mix method and talks about the effects of video blogs in EFL students' presentation skills and investigates their perceptions toward blogs in facilitating their presentations.

The previous studies above had conducted research in video blog (vlog). However there are similarities and differences between those studies and this happening study.

The four previous studies and this happening study discuss the same thing about vlog or used vlog as one of their variable. In the other hand there are some differences among those four previous studies and this happening study. The first study focuses on how to improve students' speaking skill. The second study compares some kinds of video as media of teaching included vlog. The third study is highlights the potential of vlog to support informal communication, the last study investigate the effects of video blogs in EFL students' presentation skills and this study focuses on boosting student English word tress ability.

