

CHAPTER I

INTRODUCTION

This chapter describes the general illustration of this research. Reasons are added here to prove why this issue is investigated. Vlog is one of the objects that the research will be learned in education, and how media can influence in students' speaking skills.

A. Background

Vlog is a trend loved by many people (Anggara, 2017). With vlog, people can immortalize the moment or experience that will not happen twice in life. By using vlog, people can also feel the atmosphere when the event in vlog was taken. Vlog has five main functions: documenting one's life, providing commentary and opinions, working out emotional issues, thinking by writing and promoting conversation and community (Nardi et al, 2004). Vlog stands for videoblog, it is defined as a blog that uses video as its main source instead of texts (Parker & Pfeiffer, 2005). Vlog involves various pieces of images, usually as a regular record. It is a visual representation (Huang, 2017).

Vlog is a kind of video which has been used as language learning and teaching media. With video, students have a chance to practice the target language in a more meaningful way and to develop useful strategies that can ease their learning process (Nikitina, 2009). A lot of videos could be accessed online and used to enhance language learning and teaching in classroom. Students can use the

technology to improve their knowledge and express their creativity (Smith, 2006). Mukhtar. (2016) stated that YouTube is unlimited educational video resource for teaching English skills. They reveal that video is an effective tool for teaching English. They argue that video can improve conversation, listening and pronunciation skills. They added that video could enhance exposure to the world and support authentic vocabulary development.

Vlog is a trendy version of video; it could give an example of language use in a particular culture and purpose (Wood, 1995). Moreover, vlog targets more diverse audience with more real world relevance rather than public speaking in a classroom environment which is often at a rather narrow audience (Ahlfeldt, 2009). Furthermore, Heimei (1997) stated that students love video because video presentation is interesting, challenging, and stimulating to watch. Video helps students to learn more interactive in the classroom, and brave to express their ideas. In the other words, video could help students increase their self-confidence in English use. Video is a regular spoken classroom activity that can be performed by any student who has achieved the lowest or highest degree of conversational proficiency (Watkins & Wilkins, 2011). Watching video allows a speaking practice of an EFL group or classroom practice.

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can see events that occurred too fast to register through normal vision. (Berk, 2009). Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving

students, and visual/spatial learners. Katchen (1989) suggested that video help students become better speaker in English. It means they can see what it looks like and it will motivate the students to thinks from what they can see, so they can describe it.

This present research is study of using vlog to encourage students' skill in speaking. Vlog considered as an attractive and enjoyable language learning media. It is possible to improve students' speaking skill. Students are usually found to be extremely fearful and timid in speaking, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class (Ni, 2012).

Students' low speaking skill deals with the importance of materials for communicative activities in the classroom. This research is conducted at the second grade of SMP Negeri 02 Cileunyi. The researcher from the observation in the school found the students cannot speak English correctly and confidently. The use of vlog in the classroom may help them to improve their speaking skill and build their confidence to speak English.

B. Research Questions

From the research background, research problems are formulated into the following three questions:

1. What is the students' speaking skill before the use of vlog?
2. What is the students' speaking skill after the use of vlog?
3. How effective is the use of vlog to improve students' speaking skill ?

C. Purpose of Research

The research aim at obtaining the following three objectives.

1. To find out the students' speaking skill before the use of vlog.
2. To find out the students' speaking skill after the use of vlog.
3. To find out the effectiveness of the use of vlog to improve students' speaking skill.

D. Significances of research

1. Theoretical Significance

Theoretically, the researcher expects that the result of the study will give some benefits to English Teaching - Learning. The first, through vlog the students learn for speaking English correctly, gratify, confidently and motivating students more interested in learning English language. Second, it will also help the teacher to provide new media to teaching speaking in modern era by using vlog, and improve students' confidence speaking ability significantly.

2. Practical Significance

This research gives more motivation and idea to increase strategies in English Teaching - Learning. However, the teacher can be more interesting and acceptable on learning process with this a new media. The influence of applying vlog expected to make the students have braveness and higher confidence to speak English.

E. Rationale

Speaking has some element such as fluency, vocabulary, grammar, pronunciation, and content. The students had difficulties to understand the

elements. The student are not fluent, making sentence ungrammatically, bad pronunciation, and do not know the content that they talk about. By using vlog student will learn how to speak English correctly.

Vlog is the derivation of video blog used as a web log which uses video rather than text or audio as its primary media source (Bryant, 2006). Vlogs changed from text format to a creative form of expression and communication (Biel and Gatica-Perez, 2010).

Vlog in this research is an activity in English speaking class. Baran (2016) conducted vlog as a student activity to increase speaking ability. The result shows that vlogs are effective because they can use vlog as media in teaching learning. This study is inspired by the research. In this study, researcher use vlog as a learning media to improve student's speaking skill.

Vlog is one of audio visual media because we can watch the pictures and hear the sounds. According to Richards (1990:67) proved that by using vlog everyone who learn to use English to be more capable of solving problems and become better communicator. Many ways more modern and more effective to improve the speaking English skill, one way in accordance with the technological development is learning speaking English through vlog. Learning English by using vlog will get a lot of benefits such as learning will be much more fun, learn the proper pronunciation of a word in a foreign language, by using vlog can be able to make the material more quickly understandable and be able to get a vlog with ease of learning the internet.

Another research is provided by Adams and Curry (2011); Procopio, (2011), Shih (2010). In their studies, Audiovisual stimulations in various forms have been successfully incorporated into speech training. In addition, supported by Parker and Pfeiffer (2005), vlogging is a new way to create an experience or story to be communicative and vlog is more effective than writing in diary. Vlogs offer learners the opportunity to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process (Thomas, 2009).

F. Hypothesis

A hypothesis in research is preliminary answer toward research problem that the research. The existence of hypothesis in research indicates that research is quantitative research methodology. Furthermore, the hypothesis can make a clear question that will be researched. This research has two variables; the first is the use of vlog as the “X” independent variable, and the second is students speaking skill as the “Y” dependent variable. The relation of the hypothesis is proposed as follow: “Improving EFL Students in Speaking Skill by Using Vlog of Daily Life”.

The hypothesis in this study is an alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis described following:

H_a : There is a significant difference in students’ speaking skill before and after using vlog of daily life.

H_0 : There is no significant difference in students’ speaking skill before and after using vlog of daily life.

G. Previous Studies

There are some previous and related studies. The first study is done by Kurniawati (2013). This study aims at improving students' speaking practice by using role play techniques for the eight grade students of SMP Muhammadiyah 3 Yogyakarta. The participants of the research are the first semester students of SMP Muhammadiyah 3 Yogyakarta who were in the class of VIII A. She carried out the research collaboratively with the English teacher in the school and also another research team members in the school. To identify problems emerging in SMP Muhammadiyah 3 Yogyakarta. The result from the research is that role play technique gave the positive effect to the class activity. The students were motivated to join the speaking class. They were been enthusiastic in learning process.

The second study is done by Djahida (2017). This study aims to investigate the role of using educational *YouTube* videos to improve EFL learners' speaking skill. The participants of this research are second-year LMD students of English at Biskra University. The questionnaire is chosen as an instrument of research. Two questionnaires were used, the first for the students and the second for teachers. The result shows that YouTube videos can be a new media for learning speaking proses.

The third study is done by Anil (2016). The title of the research is "Top-Up Students Second Language Talk Time through Vlogs". This study aims to find out how Vlog used in an English teaching classroom to improve students' oral communication and how vlog helps students to practice English even outside the

classroom. The subject of this study was 60 respondents were taken for the study and they were from an Arts and Science College with English as medium of instruction. The study lasted for five months and the time allotted for instruction consisted of 60 hours. In this study, the result showed great interest and enthusiasm while using vlog. The researcher felt that technology would motivate and encourage students to learn English in a positive way. The respondents of this study were of the opinion that vlog created an enjoyable learning atmosphere.

The fourth study is done by safitri (2017) the title of the research is "Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill". This study is aims to to know how students' perception on the use of English Vlog to enhance speaking skill, and to study about what student's strategy in using English Vlog to enhance speaking skill. The subject of this study was 5 students were taken from English Education Department of Universitas Islam Indonesia who learnt Listening and speaking subject. The method of the research concerned to the students' perception in the use of English Vlog and students' strategy to use it while the data came from the students' interview, observation, and document. The result shows that students' perceptions on the use of English Vlog to enhance speaking skill are good through various strategies. Furthermore, students have good English skills by using English Vlog as the media to learn English.