

CHAPTER I

INTRODUCTION

This chapter illustrates the main content of this research, including the background, research questions, research purposes, research significances, and rationale. Reasons are added here to prove that this research is feasible to be investigated. Vlog is one of the objects that the research will be learned in education and how beauty vlogs can be used for teaching the vocabulary of beauty care.

A. Research Background

This research intends to investigate the challenges and students' responses to students' vlogs as the media for teaching vocabulary of beauty care. To be able to use English in communication, someone needs vocabulary. Meanwhile, learning English requires media. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts (Mateer, 2011).

Media can be used to motivate discussions or lock in concepts. One of the information technology that can be used as fun learning media is vlog (Serva & Fuller, 2004). Vlogs, also known as video blog, is a blog type composed of video series that the users shoot by themselves. Some vloggers upload those video to the Internet environment after optional edits and that the users can comment about and vote (Gao, Tian, Huang & Yang, 2010; Frobenius, 2011).

In the general sense, the most significant feature of vlogs is that a person forms his/her own experiences, and then share them as videos. Vlog can increase learning interest, and can grow creativity thinking and not relying must learn at class.

From many vlogs, the vlog that is most frequently watched by a teenager is beauty care and body care. There are several famous subscribers on youtube are, Pony Syndrome (5,141,400) Rachel Goddard (1,787,884), Nikkietutorials (11,660,872), Tasya Farasya (2,419,717), Jeffreestar (14,219,578), IniVindy (1. 577.015), and Nanda Arsyinta (1,343,400). These vlogs can be used to teach beauty care vocabulary for beauty major. Because in the Beauty Vocational School, there is a beauty care vocabulary and to teach it can use vlog. Fischer (2014) said that the majority of beauty vlogs are product reviews and recommendations, both of which were purchased personally or endorsed by the cosmetics industry. Without realizing it after we watch the video, it turns out the insight and knowledge vocabulary teaching that we get is in beauty care vocabulary.

Vocabulary teaching is one of the basic elements in achieving all four language skills. On the other hand, Jordan (1997: 149) also states that teaching vocabulary is important in teaching English because vocabulary achievement relates to all language learning and it is of concern to all four language skills. Vocabulary mastery is very important to build meaningful reference. By having many vocabularies, we can improve our English. As vocabulary building is very important, it is not only because it has a close relationship with the intellectual skills of the students. It is found that beauty vlogs as the media has something to do with teaching vocabulary in beauty care.

Based on a preliminary observation in a vocational high school in Bandung, students still find it difficult to learn the names or terms of beauty care in English. When there are questions about the vocabulary of beauty care, students still answer with inaccuracy. From these problems found during the observation, 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.

There are several researches about beauty vlogs. The first is a research from Rapp (2016). This journal tries to explore the phenomenon of beauty teachers. The second is, the first study is done by Fahri (2018). The researcher used qualitative approach as a research design to conduct this research. The aim of this study is to describe and explain the result of the implementation of vlog used as medium for Eighth graders of SMP Negeri 1 Gresik in speaking recount text. Based on the result and discussion, it can be concluded that the implementation of vlogging as a medium for teaching speaking recount text, especially in Eighth Graders of SMP Negeri 1 Gresik ran thriving. The teacher followed the procedures of scientific approach in 2013 curriculum in successively. In the learning process, he applied this method in standings of making vlogs as media for teaching speaking skill and made the students as the learning center of the study. When the teacher implemented a scientific approach, he let the students passionate and excited in doing the learning of speaking and to express their ideas. It is different from the current research from the place; the researcher is located in vocational high school and more leads to the beauty department. The third study is done by safitri (2017). This study aims 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. The difference with this research is that they focus on speaking skills. While this research only focuses on vocabulary. Their research subject was taken from the English Education Department while this research focus on beauty major at SMK 9 Bandung.

Therefore, a research entitled "THE USE OF BEAUTY VLOGS AS MEDIA FOR TEACHING VOCABULARY OF BEAUTY CARE." is conducted.

B. Research Questions

Based on the description above, the research questions can be formulated are follows:

1. How is the process of using beauty vlogs as media for teaching vocabulary of beauty care?
2. What are the challenges of using beauty vlogs as media for teaching vocabulary of beauty care?
3. How do the students respond to beauty vlogs as media for teaching vocabulary of beauty care?

C. Research Purposes

Based on the questions above, the purposes of the research are follows:

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.
3. To describe how the students respond to beauty vlogs as media for teaching vocabulary of beauty care.

D. Significances of the study

This research has theoritical and practical meaning. Therefore the significances of the research include:

1. Theoretical

This research has several contributions for the readers. This study could give information about the process of using beauty vlogs in this area. The result of this

research can be used as a reference on how to improve the students' ability in vocabulary, also to see the response in understanding beauty vlogs as media for teaching vocabulary of beauty care

2. Practical

Practically, the result of the study are expected to give benefits for teachers, the researcher, and the other researchers. This research could give reference for teacher to be able to know the use of beauty vlogs as the media for teaching vocabulary of beauty care. In addition, this research is also useful for students to be able to improve their knowledge through beauty vlogs of vocabulary in beauty care. This study also very useful for another researcher: to use the result of this research as the way for teaching vocabulary, especially in the field of beauty care. Furthermore, as reference material for the future to learn by using this media in vocabulary. On the other hand, the benefits of this research for researchers are experienced in studying in order to more active in exploring knowledge in this area.

D. Rationale

Teaching vocabulary is one of the basic elements in achieving all four language skills. On the other hand, Jordan (1997: 149) said that teaching vocabulary is important in teaching English because vocabulary achievement relates to all language learning, and it is of concern to all four language skills. Vocabulary mastery is very important to build meaningful reference. Shamrock (1991: 298) states that understanding the meaning of the situation and the language itself – it is sound, syntax, and semantics. Fluency is mastering the vocabulary. By having a rich vocabulary, students can improve our English. As Vocabulary building is significant, it is not only because it has a close relationship with the intellectual skills of the student's vocabulary.

Makeup and cosmetics are part of beauty care. Makeup products refer primarily to products containing color pigments that are intended to alter the user's appearance. Cosmetics are substances or products used to enhance or alter the appearance or fragrance of the body. Vlog is one of the audiovisual media types. Hall (2004) said that vlog is one of the latest media that makes a new way to communicate. Vlog derives from *video blog* or *video log* and refers to a type of blog where most or all of the content is in video form. The term vlog is also used by video streamers who do not use a blog but post scheduled updates via other means like YouTube; their profile often advertises them as vloggers. A vlog, which is short for "video blog," is a video uploaded to a video sharing site, such as YouTube, on a

regular basis by an individual or small group. While the term “vlogger” is often used to describe the primary personality or creator behind a video, a vlog may be supported by a small team of producers, writers, and editors.

Before knowing the student’s perception, it is important to know what perception is and how perception is formed. The researcher provides some theories related to the definition of perception from some experts, perceptual process, factors affecting perception and the relation between perception and learning. The definitions of students perception are taken from some experts.

Hassel (2017) said that student perceptions such as their performance, learning, content, and delivery of the education, teachers and fellow students. From this framework, key aspects were identified that students can form perceptions about. These were learning, responsibility, engagement and satisfaction. According to angell (2015), perception is the consciousness sense. Specifically, perception is the way people think of something in their surroundings. A perception is formed starting from the eyes, then the eyes catch stimuli, and it produces physiological process to bring out perceptions. A perception refers to the students’ subjective based on their experiences. People may have different perceptions. It depends on their physiological process, such as needs and motivation. A perception cannot be decided whether it is right or wrong. Each person has his or her right to have their perceptions as long as it can be proved with the facts. According to sharma (2015), our sense organs will be stimulated by different stimuli. Our senses organs receive those stimuli and they are converted into sensations. Perception is defined as the process of interpretation of stimulus. These sensations are transmitted to the parts of brain then it will be interpreted. Perception involves two processes, they are sensation and interpretation. There are four factors which influence person’s perception.

The first factor is perceptual learning. People learn to emphasize some sensory inputs and to ignore other things. For such perceptual skill, experience is the best teacher. Referring to this study, students who already experienced the same video projects may have different perceptions. They may realize that a video project is one of the teaching media, which is beneficial, especially in learning English. The second factor is mental set. It requires good attention and concentration. Related to this study, students who put well attention when the vlog is given will be different from the students who did not really put attention. A beauty vlogs will be responded well when the students are ready to receive the learning process, and they have good intention on learning English. The third factor is motives and needs. These factors show that person’s motives and needs will influence perceptions. For example,

students who like to watch makeup tutorial videos on youtube will be motivated to learn English with all the teachers' teaching because they have a good understanding in learning English.

There is a relation between perception and learning. As cited in Harmer (2004) from journal Kleinke (1978), a perception is important for both teachers and students because it influence the students in learning. Some factors influencing perception are used to know how each student could have different perceptions toward the beauty care which is given to them. Moreover, the relation between perception and learning aim to analyze how the success of teaching vocabulary of beauty care is also defined by the students' perceptions toward the implementation one of teaching media which is called beauty vlogs. Also, I hope that this study can help teachers and other university staff to understand student perceptions and see what perceptions that may need to be changed.

E. Previous Research

There are several research regarding the use of beauty vlogs as media for teaching vocabulary of beauty care. The first study is done by Fahri (2018). The researcher used qualitative approach as a research design to conduct this research. The aim of this study is to describe and explain the result of the implementation of vlog used as medium for eighth graders of SMP Negeri 1 Gresik in speaking recount text. Based on the result and discussion, it can be concluded that the implementation of vlogging as a medium for teaching speaking recount text, especially in The Eighth Graders of SMP Negeri 1 Gresik ran thriving. The teacher followed the procedures of scientific approach in 2013 curriculum in successively. In the learning process, he applied this method in standings of making vlogs as media for teaching speaking skill and made the students as the learning center of the study. When the teacher implemented a scientific approach, he let the students to passionate and excited in doing the learning of speaking and to express their ideas. It is different with the current research from the place; the researcher is located in vocational high school and more leads to the beauty department.

The second study is done by Anil (2016). 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 8 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 difference with this research is that they focus on speaking, while this research focus on vocabulary.

The third study is done by safitri (2017). 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. The difference with this research is that they focus on speaking skills. While this research only focuses on vocabulary. Their research subject was taken from the English Education Department while this research focuses on beauty major at SMKN 9 Bandung.

