

CHAPTER I INTRODUCTION

This research proposal would like to elaborate on the background of the research, research question, research purpose, research significances, conceptual framework, hypothesis, and research gap.

A. Background of The Study

This research is aimed to find out the use of vlogs in enhancing students' listening skill. Vlogs stands for video blogging, vlogs is a dairy in video form which the creator or vlogger (the called for the vlogs maker) telling their daily story or/and even their opinion of something and the video published on the internet such as YouTube, Instagram, etc (Hanoum, 2017). Vlogs selected as media in this research because vlogs can be easily accessed by everyone, enhance students' motivation and confidence in learning (Susanti, 2017; Sari, 2017; Muthmainnah & Annas, 2020).

In learning English there are four skills that should be learned by students: listening, speaking, reading, and writing. Listening is the fundamental skill in language learning in which listening is a gate to learn other skills in the language. Yusnida (2017) states that listening is one of the skills in language learning that have to mastered by the students. Listening has a role as an important skill to improve students' language ability. In language learning, listening is the first step to understanding the language being taught. Based on Gilakjani and Sabouri (2016), listening is a very important skill in learning foreign language because the key to learn language is to receive language input. In line with Renukadevi (2014) that to understand a foreign language, we have to listen. By acquiring the listening skills, it facilitates us to improve other language skills.

From the elucidation above, listening is an important skill in a foreign language learning. However, students still find problems and difficulties in listening activities. Materials and media were the main difficulties that students faced in developing their listening skills. According to Quyen and Dan (2018), students' main problems in listening class are, among other things: materials

(unfamiliar words, grammatical structure, and length of the spoken text), linguistics features, speaker from the listening materials where students only hear the speaker's pronunciation, accent, and voice from a cassette (media) without seeing the speaker, listener, psychological characteristics, and the lack of concentration. The problems also happened to the students at the research site. The students still find it difficult to understand the audio or people when they talk in English with different accents and expressions.

Currently, the use of video blogs (vlogs) or YouTube videos is an alternative learning media for second language learners. Vlogs help EFL teachers present various learning content and make learning activities in class more fun and also makes students more active and critical in responding to the lessons displayed by the teacher through vlogs (Arsal, Sunarjan, and Karamina, 2020). Studies regarding the use of vlogs in language learning are considerable. Saiful (2019) studied teacher's cognition in the use of video blogs in teaching English, the studies discover that the wield of vlogs in teaching is because of teachers' belief that vlogs give authentic and contextual English language use. Video blogs (vlogs) are believed to give authentic and contextual English use to help the teaching-learning language be meaningful. Furthermore, Mandasari & Aminatun (2020) explored the use of vlogs in improving students' speaking skills at Technocrat University of Indonesia which the results show that vlogs increase students' speaking skills using video blogs (vlogs).

Taking account of the benefits of vlogs for language learning, learning to listen the peoples' talk in English, the present study is going to use vlogs to enhance students' listening skills.

The use of vlogs and YouTube videos for the teaching language has been carried out by several researchers. For example, research by Asyiah (2019) discusses the use of vlogs to enhance students' listening-speaking ability at university, different from the previous study this study focuses on the use of vlogs to improve students' listening skills at madrasah aliyah (High-School). Second, research by Rizkan, Mukhiyar and Refnaldi (2018) the use of video on YouTube to enhance students' listening skills which differs from the previous study that this

study focuses on the use of vlogs in enhancing students' listening skills. Third, Research conducted by Amir in 2019 discusses the use of vlogs in improving students' speaking skills different from this research that uses vlogs to improve students' listening skills. This study focuses on the use of vlogs in enhancing students' listening skills and the title of the study is "Using English vlog to Enhance Students' Listening Skills: A Pre-Experimental at MA ANNUR Malangbong Garut".

B. Research Question

There are three following questions to be investigated in this research:

1. What is the result of students' listening skills before using vlogs media for enhancing students' listening skills?
2. What is the result of students' listening skills after using vlogs as media for enhancing students' listening skills?
3. How is the difference between students' listening skills before and after using vlogs as media in enhancing students' listening skills?

C. Research Purpose

This study is intended as follows:

1. To find out the result of students' listening skills before using vlogs as media for enhancing students' listening skills.
2. To find out the result of students' listening skills after using vlogs as media for enhancing students' listening skills.
3. To reveal the difference of students' listening skills between before and after using vlogs as media in enhancing students' listening skills.

D. Research Significance

The result of the study is expected to be able to give information about new media in the teaching-learning process that would be interesting, and this study also expected to give understanding to the teacher the importance of listening skill. The following theoretical and practical significance of the study:

1. Theoretical Significance

This study aimed to give information to the teacher and other researchers that video blogs (vlogs) can be used as media in teaching listening.

2. Practical Significances

This study could give information to the teacher and other researchers on the use of various media and technology to improve students' listening skills to make the teaching-learning activity of listening interesting. One of the media that can be used for listening activities is video blogs (vlogs).

E. Conceptual Framework

Listening is an important skill in the learning and communication process. In learning a language (L1, L2 or foreign language), listening helps learners to understand teacher, native speaker, or friends are spoken and know how to speak a language. Ahmadi (2016) said that to understand the language they (students) must learn to understand the spoken language they heard and to communicate with native speakers they have to understand the real language situations. Therefore, listening should be taught with appropriate media, materials, and techniques.

Instructional media is needed in the teaching-learning process. It aimed to make the teaching-learning process interesting and effectively engage students while learning. Raftiningsih (2018) said that in the teaching and learning process, the use of media makes learning become more interesting and can create a good atmosphere. Video blogs or known as vlogs is an alternative instructional media in learning. In this era, vlogs are also used in teaching-learning activities, especially in language learning. A vlog is a blog in video form that is usually shared on YouTube platforms. YouTube Vlogs has three categories which are Web blogs, video blogs, or video logs, and these are a part of YouTube media (Christian, 2009 cited in Saiful, 2019). Aran, Biel, and Gatica (2013) stated "vlog is a way to communicate with a wide audience...", that means the vlogs creator (vlogger) can express-oneself and connect to people around the world. Vlogs help learners to learn language from native speakers in various topics and create authentic learning situations. Study by Maulidah (2017) discover that by the use of vlogs students will

be able to interact in an authentic environment.

In language learning, vlogs are usually used to improve students' speaking skills. Mohamad and Saidalvi (2020) found that vlogs can enhance students' speaking skills both in language aspects and motivation. In listening, vlogs (video blogs) are also one of the media that can be used to help improve students' listening skills. Research conducted by Adukhayel (2019) revealed that both students and teachers at Arabic-speaking universities agree that vlogs help students improve their listening skills, vocabulary, and other language-related skills. Henceforth, this study was conducted to find out the use of vlogs in enhancing students' listening skills.

F. Hypothesis

Creswell (2012) stated that a hypothesis is a prediction that researcher makes about the expectation of the relation of the variable. The hypothesis makes the question the would-be researched clear. Furthermore, the hypothesis should be clearly stated.

The hypothesis of this study includes the alternative hypothesis (H_a) and the null hypothesis (H_0). The hypothesis of the study formulate as follows:

1. **H_0 :** There is no significant difference in improving students' listening skills after using vlogs as media. It means rejected because there is no difference between after and before using vlog in improving students' listening skills.
2. **H_a :** There is a significant difference in improving students' listening skills after using vlogs as media. It means accepted because there is a difference between after and before using vlog in improving students' listening skills.

G. Previous Study

The importance of listening skills makes a lot of researchers research listening in teaching-learning English with various media, sites, and methodology. Quoad, the use of vlogs in assorted teaching English skills became commonplace and widely used. There are previous study that discusses teaching listening skills and the use of vlog in teaching-learning English.

The research conducted by Asyiah (2019) find out that the students' listening-speaking competence are increased after using vlog in listening-speaking class activity. Participants of the study were 28 students of the fourth semester at Ahmad Dahlan University. The study was done after 15 days. The research uses Classroom Action Research which uses interview, class observation, test (pre-test and post-test), and documentation.

Research by Rizkan, Mukhaiyar, and Refnaldi (2018) shows that YouTube video is more effective than audio toward students' listening skill for 2nd-semester students in IKIP PGRI Pontianak. This research is different from previous research. While the previous research focuses on the use of YouTube in teaching listening of English Education Department Students of IKIP PGRI Pontianak, this research focuses on the use of vlog in listening toward high school students.

Research conducted by Amir in 2019 has revealed that students' speaking ability improved after being treated by the use of vlogs. This researcher studied the effectiveness of vlogs in speaking if explanation text. This was research conducted using a quantitative method. The participants of the study are the eleventh grade of MA Asshiddiqiyah 3 Karawang in the academic year 2018/2019. Use one experimental class and one controlled class.

This study was different with the studies mentioned above, which this research conducted to find out the use of video blogging (vlog) in improving students' listening ability at eleventh grade of MA Annur Malangbong. The research titled "Using English Vlog to Enhance Students' Listening Skills: A Pre-Experimental at MA ANNUR Malangbong Garut"