

CHAPTER I

INTRODUCTION

This chapter will elaborate on the background of the study, research questions, research purposes, research significances, conceptual framework, previous studies.

A. Background of the Study

This research intends to explore the challenges and students' responses to travel vlogs as the media for teaching vocabulary of traveling. To be able to use English in communication well, someone needs vocabulary. Despite of learning English requires media. As Mateer, (2011) stated, the media utilized learners, assisted learner retention of knowledge, motivates interest in the subject matter and illustrates the relevance of many concepts.

Moreover, media can be used to motivate discussions or lock in concepts. As Serva & Fuller (2004) stated, technology that can be used as a fun and enjoyable learning media is vlog. 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).

From the various vlogs, the most favorite vlog watched by a teenager is traveling and culinary. There are several famous subscribers on YouTube are, Patricia Gouw (272K subscribers) in 2021, Allison Anderson (616K subscribers) in 2021, Lost LeBlanc (1.91M subscribers) in 2021, Nicole Laeno (2.06M subscribers) in 2021, Rachel Goddard (3.17M subscribers) in 2021, Ria SW (3.81M subscribers) in 2021, Nihongo Mantappu (7.83M subscribers) in 2021, Nessie Judge (8.64M subscribers) in 2021. These vlogs can be used to teach vocabulary for traveling. Because in the Tourism Vocational School, there is a vocabulary of traveling and vlogs can be used to teach the materials. Without realizing it after watching the video, it turns out the insight and knowledge vocabulary teaching that the students get is in traveling vocabulary.

Based on a preliminary observation in a vocational high school in Kutacane, students still find it difficult to learn the names or terms of traveling in English.

When there are questions about the vocabulary of traveling, students still answer inaccurately. These problems were found during the observation, they need appropriate media to learn about the names or terms of traveling in English and vlogs can be used as media.

The use of vlog has been used in English language teaching. Mostly, the use of vlog is for the teaching of speaking. Maulidah (2018) discovered that students' speaking abilities have improved significantly. Accessibility and a fun learning approach via Vlogs have been shown to enhance student motivation to learn. According to Aydin (2014), vlog has a positive impact on developing target language engagement between students and teachers. Vlogs are created to provide experience for users in expressing personal experiences, which are then shared in a website network, according to their development.

However, Hakim, M. I. A. A. (2019) stated that vlogs can help students improve their English skills. Vlogs have also been shown to boost students' satisfaction with studying English as a second language in other studies (Shih, R. C., 2010). In comparison to students with low motivation, Rakhmanina and Kusumaningrum (2017) discovered that students with high motivation have higher speaking skills after applying video blogging tactics. The present study focuses on the use of vlog for the teaching of vocabulary and how the students perceive the teaching and learning process. Most specifically, the present study uses travel vlog for the teaching of traveling vocabularies.

The study uses travel vlogs as media for teaching vocabulary of traveling and it is expected to increase their positive perception in learning vocabulary of traveling. It is also expected that travel vlogs entertained the classroom activities which can attract the students to learn and practice vocabulary skills. Travel vlogs within YouTube has its own potential in exposing students with using technology in the classroom especially vocabulary skills.

B. Research Questions

From the description above, this research is intended to answer these two following questions:

- a. How is the process of using travel vlogs as media for teaching vocabulary of traveling?
- b. How do the students respond to travel vlogs as media for teaching vocabulary of traveling?

C. Research Purposes

From the research questions above, this study is aimed at obtaining these two following purposes:

1. To reveal the process of using travel vlogs as media for teaching vocabulary of traveling.
2. To describe how the students respond to travel vlogs as media for teaching vocabulary of traveling

D. The Significances of the Research

This research is expected to become a source of information about how to improve the students' ability in vocabulary of traveling with using travel's vlog. This research has theoretical and practical meaning. Therefore the significances of the research include:

1. Theoretical significance

This research has several contributions for the readers. This study could give information about the process of using vocabulary of traveling 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 travel vlogs as media for teaching vocabulary of traveling. This is research could give reference for teacher to be able to know the use of travel vlogs as the media for teaching vocabulary of traveling.

2. Practical Significance

Practically, the result of the study are very expected to give benefits for teachers, the researcher, and the other researchers. In addition, this research is also useful for students to be able to improve their knowledge through travel vlogs of vocabulary in traveling. This study also very useful for other researcher: to use the result of this research as the way for teaching vocabulary, especially in the field of

traveling.

E. Conceptual Framework

"Vlog" is a term made up of the words "video" and "blog." Vlogs are a new form of self-expression that has its roots in our online community (Griffith et al., 2009). Instead of photos or text, vloggers use video to express their personal ideas and experiences. Travel vloggers use a video-based platform like YouTube to promote their travel experiences and personalized travel-related information. People's travel experiences are managed by those shared travel videos, which operate as a tour guide connecting travelers to destination attractions (Tussyadiah & Fesenmaier, 2009). Vlogging allows people to express themselves in ways that are difficult to express in word or print. When viewers watch travel vlogs, they become immersed in the content because of the vloggers' personal experiences.

Moreover, vocabulary is one of the five key components of reading education that must be taught to students in order to be successful. Phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension are among the essential components (National Reading Panel, 2000). Vocabulary knowledge is crucial because it includes all of the words which need to access the background knowledge, express ourselves and communicate effectively, and learn new concepts (Rupley, Logan, & Nichols, 1998/99). As a result of a language-based learning problem, some students have restricted vocabulary knowledge. Oral vocabulary (words we use when speaking and listening) is linked to future reading success, and students who have a larger vocabulary in kindergarten become better readers than those who have a smaller vocabulary in kindergarten (National Institute for Literacy, 2001).

Furthermore, some students may be familiar with vlogs since they use the same media source for recreational purposes. Many students already use YouTube to watch videos and would be comfortable using vlogs in the classroom to upload and download videos. Vlogs allow students to learn information at their own time and in their own environment. Students may feel less pressured if they are given the freedom to think about a topic and listen to a lesson as many times as they need

without feeling compelled to move on by the rest of the class. Students may be able to concentrate better at different times of the day or in different environments than in the classroom.

Nevertheless, vlogs that are shared on the internet have the potential to be seen by millions of people all over the world. Before uploading any videos online that feature students, teachers may seek administrator and/or parental consent (Glencoe 2006). Teachers or students may also want to produce vlogs that can only be shared if someone has access to a password-protected site. When producing a vlog, this will give the teacher or students some privacy. As Lirol (2012) stated, video is more dynamic than a blog article published in plain text, and if used appropriately, it can have a longer lasting impact.

F. Previous Study

There are some previous studies related to this study which they also used vlog to improve student's speaking skill. Research conducted by (Rahmawati, A., Harmanto, B, & Indriastuti, N, R (2018) Which found that is using vlog in English classroom have more benefits for learners in many areas, including linguistic development, exposure to culture and diversity, and experience with multiple ways of human expression and communication. Research by Lestari, N. (2019) There are some supporting advantages of using vlog in learning speaking and what are the teacher's efforts in teaching speaking in using technology.

Research by Mandasari, B., & Amiatun, D. (2020) Using vlog in teaching speaking can give benefit to develop students' speaking ability and give the future researches to design a similar topic of study or to develop other skill. From the previous study, the researchers suggested to using vlog in English speaking classroom with other researches to design a similar topic of study or to develop other skill and that would be an advantage for the students' apart from improving their Speaking skill.

So, this paper is different from the previous studies which it focuses on travel vlogs as media for teaching vocabulary of traveling and how do the student's perception of using travel vlogs from the guideline or question interview.