

CHAPTER I

INTRODUCTION

This chapter illustrates the main content of this research including the background, research question, research purposes, research significances, and rationale. Reasons are added here to prove that this research is feasible to be investigated. Video Blog is one of the objects that will be further study in education, and how Video Blog can influence in students' speaking skills.

A. Background

Does make a video blog improve speaking skill? Is it effective or not? In recent years, video blog (abbreviated as a vlog) is now a new and popular trend in blogging circle (Baran, 2004). Vlog is a new term for a blog using a different technique and media. While blog uses web page and more written text, a vlog is usually uploaded to Youtube with spoken text. Moreover, compared to regular video, when the video is only consisting the recording, reproducing, or broadcasting of moving visual images, the vlog is a way of sharing with the world the most up-close and personal views of human life (Bryant, 2006).

The activity of making Video Blog is called vlogging (Mutmainna, 2016). Video blogging offers more benefits than regular text blogging because it combines movies, sound, and text, increasing information with real action and potentially emotions shared with users (Rakhmanina & Kusumaningrum, 2017). Most people

make a vlog to describe various topics, such as hobbies, tips, brief speech, procedure and so forth. This is the reason why a vlog usually can be called an online diary. Many vloggers—people who create vlog—believe that video allows more natural expression than writing (Rakhmanina & Kusumaningrum, 2017).

The online diary which mostly spoken is the point component of learning English as target languages. EDUCAUSE Learning Initiative, one of the platform services in 2005 revealed that vlog offers convenient and personal sites for people to practice the target languages. Meanwhile, according to Thomas (as cited in Rakhmanina & Kusumaningrum, 2017), doing the videos online offers learners the opportunity to practice their language skills anywhere and with brief preparation, which keeps them involved in the process. Vlog tends to have a positive effect on improving learners' fluency, accuracy, and accent or language complexity (Rakhmanina & Kusumaningrum, 2017). Therefore, vlog seems to have a significant role in improving speaking skill.

More oral communication practice helps students master new vocabulary and grammar, decrease shyness while increasing confidence and develop fluency (Watkins, 2012). On the contrary, in a classroom context, speaking always has less attention and some teachers prefer to focus only on writing and reading skill (Treasure, 2015). Whereas, in language skills, speaking is considered to be the most challenging skill for learners to develop because it requires them to think and pronounce sentences correctly and coherently with a specified time (Anil, 2016). Based on the explanation, the researcher decided to investigate about vlog and the influence on speaking skill.

In UIN Bandung, English Education Department was applied Speaking subject in 2016 to the first and the second semester because of curriculum renewal. Before Speaking subject was implemented, there are some courses to improve speaking skill such as Social interaction, English for Academic, Pronunciation, etc.

In recent years (2016-2017), people have learned about vlog. Watkins (2012) investigated increasing student talk time through vlogging in Kwansai Gakuin University, Hyogo, Japan. This study revealed how vlogs could be used in an oral communication classroom. By vlogging, students can practice English speaking skills outside the classroom, give verbal feedback on other students' vlogs, and receive teacher feedback through the teacher's vlog posting (Watkins, 2012). Another research conducted by Devi and Puteh (2014) investigated blending face-to-face communication and video blogging in acquiring public speaking skills in Malaysia. Meanwhile, Vocabulary learning and vlogging have also studied by Gustafsson (2016) to define an exploratory study of vocabulary learning by using vlog and compared with orthodox written exercises. In Indonesia, Safitri and Khoiriyah (2017) investigated about how students' perception on the use of English Vlog to enhance speaking skill, to study about what student's strategy in using English Vlog to enhance speaking skill.

This research has a similar topic with the previous study (Watkins, 2012; Devi and Puteh, 2014; Gustafsson, 2016) about vlog but in a different focus. This research focuses on how vlog made by students can improve speaking fluency. This study will analyze the process, the experience, and the influence of EFL students making an English vlog in improving speaking skill. Therefore, this research takes a title

“STUDENTS’ EXPERIENCE IN MAKING ENGLISH VLOG AND THEIR SPEAKING FLUENCY.”

B. Research Questions

According to the description above, the research question can be formulated as follows:

1. How is the process of making a vlog made by EFL students?
2. How is the students’ performance in the vlog?
3. Is there any improvement in students’ speaking fluency before and after making the vlog?

C. Research Purposes

From the research questions above, this research aimed to reveal the expected result, as follows:

1. To find out the process of making vlog made by students.
2. To find out the students' performance in the vlog.
3. To reveal the improvement of students’ speaking fluency before and after making the vlog.

D. Research Significances

The findings of this research may give several benefits for EFL students because unconsciously making a video blog can improve speaking skill ability. *Practically*, this study provides an alternative learning media, especially in speaking

skill. Teachers can use this approach to make the learning process more creative. *Theoretically*, this research can be used as a reference for other researchers on vlog content. Hence, this study can contribute to the knowledge in developing understanding and studies related to a vlog. Also, this research can give new information that media vlog have a considerable influence on developing speak a foreign language.

E. Rationale

Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is the way learners can communicate with others to achieve specific goals or to express their opinions, intentions, hopes, and viewpoint (Torkey, 2006). Unlike reading or writing, speaking happens in real time, unplanned and spontaneous. Moreover, speaking can neither be revised nor can be complicated as in writing. Goodwin (as cited in Romero, 2006) argued that learners should be able to speak an intelligible foreign language, listeners need to understand the learner's message without huge efforts. Goodwin also found the learners need to monitor and control their production by paying attention to their speech (2006).

In developing speaking skill, the use of media is needed, based on Sowntharya, S.Gomathi, & Muhuntarajan (2014) media is important in education. It can improve every language skill, not only in speaking but also in reading, writing, listening. Moreover, Walker (2004) stated that using media is the key to moving students to reach such higher-level thinking skills as creativity, problem-solving, comparison and contrast, and evaluation.

Vlog is one of the audiovisual media types. Hall (2004) defined that vlog is one of the latest media that makes a new way to communicate. It has gained tremendous popularity among Internet users. The power of vlog in delivering the message provides people with various backgrounds and interests to share what they feel and think concerning a variety of subjects (Baran, 2004). Therefore, this study used vlog as a media in developing students' speaking skill.

Aydin (2014) argued that the use of vlog plays an important role in developing interactions among students and between teachers and students in the target language. Vlogs invite participation and have the potential to democratize a classroom since the learners are given the chance of equal participation. Vlogging provides opportunities for developing one's English language skills in many ways (Mutmainna, 2016). Also, Rakhmanina and Kusumaningrum (2017) said vlogging helps in improving speaking ability in learners. There are numbers of studies related to the influence of vlogging on students' speaking ability. Those studies argue that vlogs are effective tools for developing students' speaking skills.

The vlogging process is relatively simple for anyone who is familiar with video editing tools and blogging. A vlogger first makes a short film, transfers the movie from digital camera to computer, edits it with video editing software, becomes a member of a website which hosts video, uploads the video to the site, gives a title to the video blog, shares it with the audience in the video blog and gets feedback on vlog through comments. The quality of vlogs ranges from very basically edited vlogs to the

professionally edited and esthetically created ones based on the technical skills of vloggers and the intended message of the vlog (Baran, 2004).

F. Previous Research

Video blogging has come up as a way of communication through audio-visuals in blogging activities and gained popularity among today's Internet user. Therefore, people started to research the vlog. Baran from Iowa State University in the United States (2004) did some research that aims at exploring the educational uses of vlogging activities in teaching and learning settings. The intention is to introduce this highly interactive technology to educators by mainly investigating its possible methods for educational purposes. Vlogging offers rich experiences both to the teachers and students who want to communicate with movies, sounds, and images, reflect on what they teach, learn and think and share them with a community. The possible educational benefits and uses of vlogging activities are summarized below: *Video blogs as a tool for reflection on learning, Videoblogs as a way of demonstrating understandings about a variety of concepts, Videoblogs as a tool for collaborative work, creating learning communities.*

Darmawan conducted another research at Yogyakarta State University (2016), Indonesia. The content of the study was to test the effectiveness of dealing with increasing student learning Enthusiasm after using media Vlogging experience. There were some problems when the observation was done. The first, the student's learning enthusiasm in the accounting subjects in class XII of SMK N 2 Purworejo was low

because the teachers were still relying on lecturing method, so teachers need a more interesting learning media to attract students. The second, There was no variation in media instruction to convey the material. The result of the test was increased 9.24% from before the use of the media Vlogging with the score 76.95% to 86.19% after using media Vlogging accounting.

Another side, Combe, and Codreanu (2016) made a study about vlogging as a new channel for language learning and intercultural exchanges. The study aims to describe and analyze informal learning communication using a vlog between one American French Language learner posting his learning experiences on YouTube and his audience. Combe and Codreanu discuss the qualitative findings of the research conducted on this multimodal corpus to highlight the vlog's potential for supporting informal language learning, speaking and intercultural exchanges between YouTube users in a globalized world. Highlight learner's opportunities regarding speaking and cross-cultural skills in a vlog environment.

A survey of video blogging that has been studied by Gao, Yonghong, Tiejun, & Qian (2010). This article presents a comprehensive study of video blogging (vlogging for short) as a new technological trend. Gao et al. (2010) first summarize the technical challenges for vlogging as four key issues that need to be answered. Along with their several possibilities, they give a review of the currently available techniques and tools supporting vlogging and envision emerging technological directions for future vlogging. Several multimedia technologies are introduced to empower vlogging technology with better scalability, interactivity, searchability, and accessibility, and to

potentially reduce the legal, economic, and moral risks of vlogging applications. They also make an in-depth investigation of various vlog mining topics from a research perspective and present several incentive applications such as user-targeted video advertising and collective intelligence gaming. Gao et al. (2010) believe that vlogging and its applications will bring new opportunities and drives to the research in related fields.

Another research conducted by Aran, Biel, and Perez investigated about Broadcasting oneself: visual discovery of vlogging styles (2014). This paper points out that a blog can be a useful tool for EFL/ESL users of Asia for improving their English skills. It also explains how blogging not only helps in improving the basic language skills of the blog users but also develops other skills of EFL/ESL users like communicative and critical thinking abilities. The purpose of this paper is to find out to what extent blogging can help improve English language skills. It suggests that the integration of blogs into EFL/ESL learning process can motivate and influence the learners in learning the language. By vlogging style, they show the combination of conscious and unconscious choices that the vlogger made during the process of the vlog, affecting the video quality, appearance, and structure. In 2268 YouTube vlogs, their results show that the vlogging styles are differentiated concerning the vloggers' level of editing and conversational activity in the video. Furthermore, they show that these automatically identified styles relate to vloggers with different personality trait impressions and to vlogs that get different levels of social attention.

This study has the same methodology as other studies (Baran, 2004; Combe & Codreanu, 2016; Gao, 2010) that use qualitative research. However, this research has a different focus. When Aran, Biel, & Gatica-Perez (2014) focus on a visual discovery by vlogging style, Aran et al. show the combination of conscious and unconscious choices that the vlogger made during the process of the vlog, affecting the video quality, appearance, and structure. This research focus on students' experience in creating a vlog and how making a vlog can improve speaking skill. Every vlog made by students will be analyzed based on speaking rubric that can be seen in chapter II table 2.1. Darmawan (2016) researched vlog in 35 students XII Accounting 4 in SMKN Purworejo Yogyakarta, Indonesia. This research was conducted in 9 students of the fourth semester of English Education Department of UIN in Bandung-West Java, Indonesia.

