

CHAPTER I

INTRODUCTION

This chapter contains the background, research questions, research objectives, research significance, research scope, conceptual framework, and previous research. The foundation, research questions, and research objectives are reviewed in this chapter, which provides an intensive hypothetical system for this study. This chapter highlights the importance of considerations and offers a conceptual system. The chapter concludes with an outline of previous studies.

A. Research Background

Speaking is a skill that involves a person's ability to produce and convey thoughts, messages, ideas, and information orally. This skill includes the process of processing ideas, choosing the right vocabulary, and forming the correct sentence structure so that it is easy to hear and understand by others. In the context of teaching, speaking is called a productive skill. Brown (2001) states that speaking is the ability to engage in interactive conversation necessary to achieve practical goals. This shows that speaking is not just about saying words or sentences, but requires repeated practice and meaningful communication experiences, as well as complex processes.

In one of the schools in Subang, students still experience difficulties in speaking English, especially when they are required to express their ideas orally. One of the difficulties is related to pronunciation, as some students still mispronounce English words, which sometimes makes their speech difficult to understand. Students also have problems with fluency. They tend to pause and hesitate while speaking because they need more time to think about what they want to say. In addition, grammatical errors are still found in students' spoken English. At times, students use incorrect sentence structures or arrange words in the wrong order when expressing ideas. These various difficulties indicate that the students' speaking skills need improvement, specifically in the areas of pronunciation, fluency, and grammar. Consequently, these three aspects have been selected as the primary focus of this study, as they reflect significant challenges in the students' speaking abilities.

This condition shows the need for innovation in learning that can provide students with more opportunities to practice speaking English and improve their performance in pronunciation, fluency, and grammar through the implementation of appropriate methods and engaging techniques. One technique that can be used in speaking learning is creating vlog. This technique was chosen to help students improve their speaking skills and provide them with opportunities to practice speaking actively, creatively, and meaningfully. By creating vlogs, students can express their ideas with confidence and feel motivated to speak English. Additionally, creating vlogs can help improve their English, particularly their speaking skills, and enhance three key aspects of speaking proficiency: pronunciation, fluency, and grammar. Therefore, understanding the concept of a vlog is crucial, as vlogs serve as the primary medium in this technique. To better understand the application of this technique, it is necessary to first define what is meant by a vlog in the context of language learning.

Vlogs are a platform that helps students express their ideas, creativity, and courage through video creation that they make themselves. By doing video creation, students can practice English freely, creatively, and contextually. According to Maulidah (2018), vlogs are one type of technology in software form currently used by teachers to improve students' performance, especially in speaking. Based on this explanation, vlogs can be adapted into various forms of learning activities. In this study, the vlogs used were demonstration vlogs. A demonstration refers to an activity in which students show and explain how to do something or how a process works in a clear and systematic manner. By combining demonstrations with vlogs, students not only speak but can also explain procedures or steps. Students are encouraged to use appropriate vocabulary, organize their ideas logically, and speak with greater confidence. Therefore, demonstration vlogs can be an effective way to improve students' speaking skills, particularly in terms of grammar, pronunciation, and fluency.

Several previous studies have discussed the use of vlogs in speaking learning. Pratama (2025) found that the use of vlogs in learning can significantly improve students' speaking fluency through repeated speaking practice, a low-anxiety environment, and opportunities for students to express their ideas more naturally. Furthermore, Mahrus and Kiptiyah (2024) explained that vlogging has a positive impact on junior high school students' speaking skills, especially in terms of fluency, pronunciation, and confidence in speaking. Then, research by Vender and Ngui (2023) shows that vlogging activities among secondary school students in Malaysia are effective in improving English speaking skills, especially in terms of fluency, confidence, and learning motivation.

Although various previous studies have shown that vlogs are effective in improving speaking skills, the three studies have not addressed specific aspects such as pronunciation, fluency, and grammar when making vlogs. In addition, previous research has not clearly emphasized the type of vlog used or how different vlog formats may influence students' speaking development. Previous studies have only measured the effectiveness of vlogs, but this study uses demonstration vlogs as a means of assessing students' speaking skills. Therefore, a study titled "The Effectiveness of Creating Vlogs to Improve Students' Speaking Skills in Senior High School" was conducted to fill this gap.

B. Research Questions

Based on the background of the issue discussed above, it is clear that vlogs can be used as a learning medium to improve students' speaking skills. By creating vlogs, students can demonstrate their language skills actively and creatively. Based on the above background, the research questions are formulated as follows:

1. What is the score of students' speaking skills among senior high school students taught through creating vlogs?
2. What is the score of students' speaking skills among senior high school students taught using conventional speaking activities?
3. Is there a significant difference in students' speaking skills between students taught through creating vlogs and those taught using

conventional activities?

Based on the three research questions above, this study aims to determine the extent to which vlogging can contribute to improving students' English speaking skills. The main focus of this study is to measure the impact of vlog creation on students' speaking skills. With these questions, it is hoped that a clear picture and flow can be obtained regarding how effective vlog creation is in improving students' speaking skills, especially in high school.

C. Research Purposes

The purpose of this study was to determine the extent to which vlogging could improve the speaking skills of eleventh-grade students at a school in Bandung. This study was motivated by the urgent need to improve the speaking skills of students who still had difficulties learning English in class. Vlogging was expected to help students practice their English actively and creatively. Not only that, but the creation of vlogs is also expected to enable teachers and students to work together in improving English, especially speaking skills, during the learning process in class.

The main objective of this study is to answer three main questions. The first question is how proficient students are taught through vlogging; how proficient are students taught through conventional speaking activities; and are there significant differences in students' speaking skills between those taught through demonstration vlogging activities and those taught using conventional activities. The purpose of this study is not only to measure how effective vlog creation is on students' speaking skills, but it also provides an empirical basis for classroom learning. With the creation of these vlogs, it is hoped that they can help students develop their English speaking skills and help teachers enrich their English teaching media so that students can participate actively in class.

D. Research Significance

This research has very important significance, especially in the field of English language teaching. English is a foreign language (EFL) studied by students in school. This study has theoretical and practical benefits in creating English learning strategies, especially in high schools in Bandung. Theoretically,

the benefit of this study is to enrich the field of English teaching by offering empirical insights into the effectiveness of vlog-based learning to improve students' speaking skills in the classroom. Isnaiyah et al. (2025) state that vlogging can be integrated into English as a Foreign Language (EFL) teaching and has a positive impact on students' English skills, especially speaking skills, increasing their motivation to learn, and fostering a more authentic and enjoyable learning experience.

Practically, this research helps students, teachers, and future researchers. For students, vlogging helps them enhance oral proficiency as well as boost self-assurance and motivation in learning English. Research by Ersan et al. (2022) state that “ Vlogs can help students improve their English-speaking ability. Students are better able to tell stories, express ideas, and others. Students can also be involved in a video blog, as a project assignment”. For teachers, vlogging is useful in teaching them how to use vlog media effectively and how to create more interesting and creative speaking activities. For prospective studies, these findings serve as a valuable reference for future academic research by offering empirical perspective.

E. Conceptual Framework

A conceptual framework was developed to offer a comprehensive understanding into the relationships among key core variables analyzed in this investigation. This framework serves as a basis to illustrate the mechanism by which target predictor factors influence the dependent variable, based on relevant theories. Furthermore, it provides a logical structure for explaining how the variables are interconnected within the context of the study. The framework also helps clarify the expected direction of the relationships between the variables and supports the formulation of the research hypothesis. In this way, the conceptual framework guides the researcher in examining the phenomenon systematically and interpreting the findings in accordance with the theoretical foundation.

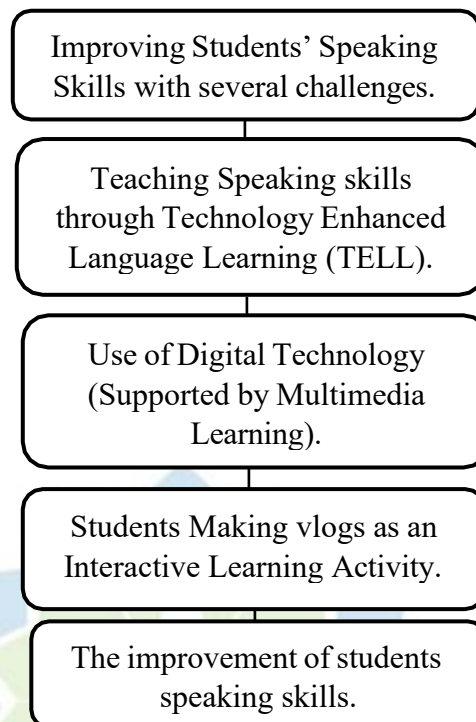


Figure 1. 1 Conceptual Framework

Speaking lessons in EFL classes, especially in one of senior high school in Subang, still emphasize memorization activities, which has an impact on students' speaking skills. In addition, There are several other obstacles, including limited vocabulary, insufficient confidence, a lack of motivation in learning, as well as limited opportunities to exercise speaking the target language both inside and outside the classroom. Consequently, learners become passive and reluctant to perform oral communication in front of the class. These issues indicate that current teaching methods are not yet optimal in supporting the grow of learners' oral proficiency. Therefore, one must understand the core foundations of speaking instruction in order to address these issues effectively.

In English language learning, speaking instruction plays a pivotal role by enabling learners to develop their ability for oral interaction. Oral production involves more than simply knowing grammatical rules and vocabulary. Harmer (2001) explains that effective communication also requires learners to respond and produce language appropriately and spontaneously while interacting with others. In line with this view, Maryanti et al. (2021) emphasize that speaking

instruction should provide learners with opportunities to develop their communicative ability by expressing words, ideas, thoughts, and feelings orally. It also enables students to understand and respond to others by considering the social context and the topic being discussed. Thus, speaking instruction should provide more than an understanding of language components; it should also foster active and purposeful target language utilization during communicative exchanges.

To support meaningful communication, English language learning, particularly speaking skills, can be enhanced through Technology-Enhanced Language Learning (TELL). Warschauer (2003) highlights that the importance of technology is not only in access, but also in the way technology is used to engage in meaningful social practices. Integrating technology into language teaching is beneficial for enhancing students' learning experience. Through TELL, digital tools such as video-based media can facilitate an increasingly stimulating, participatory, and contextual educational atmosphere. One of its practical implementations in oral skill pedagogy involves incorporating vlogs as an instructional instrument utilized by learners. With this vlog, students can develop ideas as well as actively express themselves using English.

The use of vlogs is also supported by the theory of Multimedia Learning proposed by Mayer (2009), which states that human understanding occurs when students are able to integrate visual and verbal representations mentally. Vlogs are audiovisual media that allow students to see, hear, and practice English in person. It is also consistent with Mayer's view that speaking instruction is most effective when learners actively participate in enhancing target language proficiency using multimodal sensory channels. Thus, vlogs serve as a suitable tool for enhancing oral performance. Therefore, the incorporating vlog tasks into the TELL framework is considered an appropriate and effective approach to boost learners' communicative competence, specifically regarding pronunciation, fluency, as well as grammar.

In line with utilizing such instructional tools, enhancing oral communication competence stand as the primary objective for this research. Speaking skills

encompass the ability to convey ideas, thoughts, and information orally. As stated by Rao (2019), speaking is an active-productive skill that allows students to express their thoughts verbally. Thus, employing vlog-based tools serves to foster learners' speaking skills effectively and practically. Students can improve their speaking skills actively, creatively, and confidently, and this can contribute to boosting learners' speaking abilities particularly in accuracy of speech, fluency, and grammar. This conceptual framework is designed to foster oral proficiency through utilizing video-blogging as an innovative and creative instructional medium.

F. Hypothesis

According to Lolang (2014), research hypotheses are divided into two types: null hypotheses and alternative hypotheses. Null hypotheses indicate no effect or difference, while alternative hypotheses suggest an effect or difference between variables. Alternative hypotheses are accepted when null hypotheses are rejected based on statistical analysis. In this study, hypotheses play an important role as temporary assumptions about the relationship between variables. This study focuses on analyzing the problem of low student speaking skills. The independent variable in this study is the creation of daily activity vlogs, while the dependent variable is student speaking skills. The purpose of this study is to determine whether there is an effect of creating daily activity vlogs on the skills of eleventh-grade students at a high school in Subang.

Speaking skills are the most important skills, especially for high school students. However, speaking skills are also very challenging. With so many challenges, speaking is crucial, but students are reluctant to do it. This study provides an appropriate solution to help students improve their speaking skills, namely by creating vlogs. The creation of vlogs is based on Mayer's (2009) Multimedia Learning Theory, which states that one way to help someone understand what they are learning is through visual and verbal elements. By creating vlogs, students can be trained to create their own narratives and actively explain them in front of the camera. This can help students improve their speaking skills.

Based on the above explanation, the hypothesis in this study is formulated as follows:

1. Null Hypothesis (H_0): There is no significant difference in students' speaking skills after the implementation of vlog-based learning in eleventh-grade students at MAN 2 Subang.
2. Alternative Hypothesis (H_a): There is a significant difference in students' speaking skills after the implementation of vlog-based learning in eleventh-grade students at MAN 2 Subang.

The null hypothesis (H_0) posited in this research assumes that applying vlog-based instructional activities yields no meaningful variance in the oral communication performance of Grade 11 learners at MAN 2 Subang. Essentially, video blogging exerts no influence on enhancing students' speaking proficiency. Conversely, the alternative hypothesis (H_a) proposes a meaningful change in learners' spoken ability following the adoption of vlog tasks. This premise rests on the expectation that vlog-assisted learning constructively impacts oral skills development. Should statistical evaluation confirm the alternative hypothesis, it demonstrates the efficacy of vlog implementation in boosting oral proficiency among eleventh-grade students at MAN 2 Subang.

G. Previous Study

Several researchers have explored utilizing video blogging as an instructional tool for developing learners' oral communication abilities. One relevant study was carried out by Setiana (2023), which investigated whether vlog activities could contribute to enhancing students' speaking skills. This research utilized a quantitative framework and adopted a quasi-experimental approach by comparing students who received vlog-supported instruction with those who learned through regular classroom practices. The participants were eleventh-grade students from different social science classes and were divided into an experimental group and a control group. During the treatment, students in the experimental group engaged in learning activities involving vlogs, whereas those in the control group followed conventional speaking instruction without incorporating vlog activities. The findings demonstrated an improvement in the

speaking performance of students who participated in the treatment. This outcome was reflected in the increase in their average speaking mean score, which rose from 59.25 on the pre-test to 64.12 on the post-test. These findings suggest that integrating vlog activities into speaking instruction may offer learners extra opportunities for rehearsal and develop their oral communication skills.

Second, Vender and Ngui (2023) investigated how video blogging influences Malaysian secondary students' oral communication proficiency while also examining learners' perceptions of blog implementation. Engaging 80 eighth-grade participants, this qualitative inquiry gathered insights via questionnaires and targeted interviews. Their findings indicated that vlog integration fosters speaking growth by boosting oral fluency, enhancing vocabulary acquisition, and stimulating willingness to communicate in English.

Third, a study by Mahrus and Mariyatul Kiptiyah (2024) evaluated the efficacy of utilizing vlogs to enhance learners' oral production, particularly regarding pronunciation, grammatical accuracy, and fluency. Employing a pre-experimental quantitative framework with pre- and post-tests, the research examined 20 Grade VIII students from MTs Cholil 02. The statistical analysis revealed notable progress in oral performance, with mean scores rising from 30.80 before the intervention to 47.80 afterward ($0.000 < 0.05$).

Fourth, Choi and Sinwongsuwat (2024) compared the effectiveness of YouTube vlogging against conventional role-playing techniques in fostering EFL learners' conversational abilities. Investigating 76 Thai undergraduates (grouped into 35 pairs) taking an English interaction class held by prince of Songkla University, this investigation adopted a single-group quasi-experimental design combined with mixed-method post-interview score assessments. Outcomes demonstrated that vlogging tasks yielded markedly superior performance compared to role-play activities, particularly in terms of speaker confidence and natural expression.

Lastly, Pratama (2025) explored how video blog integration in English

instruction addresses spoken fluency, mitigates foreign language anxiety, and counteracts the heavy reliance on written grammar in Indonesian secondary education by establishing a low-stress learning environment. Conducting Classroom Action Research (CAR) with 30 eighth-graders at an Indonesian state junior high school, the author combined vlog assignments, peer review, and self-reflection. Mixed quantitative-qualitative evaluations using assessments, observations, questionnaires, and feedback forms confirmed substantial enhancements across multiple oral dimensions, including fluency, pronunciation accuracy, and structural coherence.

Drawing from the aforementioned studies above, it is evident that integration of vlogs supports the enhancement of students' speaking skills. Although previous studies have reported positive results, it is necessary to make comparisons between these studies and this one to identify similarities and differences. The similarities linking prior literature to the present inquiry lie in a shared focus on speaking skills, utilizing vlogs for educational purposes, along with subject studied, namely eleventh-grade high school, and quasi-experimental quantitative research methods.

However, this study differed from previous studies in terms of research focus, research subject, and duration of treatment. Most previous research focused on students' speaking abilities in general; this study specifically examined pronunciation, fluency, and grammar. Then, in the previous study, the research subject was in grade 11 high school, but in this study, it was still on the same subject, namely grade 11, but at a different school location. The duration of treatment in the previous study was not well explained, so in this study, the duration of treatment or making a vlog video was between 2 and 3 minutes.

These differences suggest that there are still aspects that have not been adequately explored in previous studies. The same subject but in different locations, and the duration of making a vlog is short; some are even unexplained. Most previous studies only measured the direct effects of vlogging activities and were executed across a relatively brief timeframe. Moreover, existing studies have not sufficiently examined particular components of speaking, including

pronunciation, fluency, and grammar. To respond to this limitation, the present research explores how efficacy is demonstrated when vlogging aims to enhance learners' oral proficiency, with specific emphasis on pronunciation, fluency, and grammar at the high school level.

