

## CHAPTER I

### INTRODUCTION

#### A. Background

According to Cameron (2001), speaking is the only talent that requires active use of language to express meaning, making it more difficult than other abilities. It means that, in addition to providing support for understanding the meaning, supports for speech production should be included in speaking exercises.

Speaking is a natural element of life that many people take for granted (Thornbury, 2005). So, when someone begins to speak, it indicates they have a basic understanding of the language. They also have a basic understanding of speech production based on what they have said in a speech, and it is self-evident that speaking is an important part of communicating with others. People can use speech to communicate their ideas and help others grasp them. Speaking skills are equally difficult talents that should be developed in order to use in communication effectively.

In globalization era, the instructional media can have a significant impact on education. Many different types of media, including audio, visual, and audio-visual (video), can help teachers and students achieve their teaching and learning goals, as well as get students enthused in learning. It will be beneficial to determine a speech while teaching the study of speaking media. According to Cakr (2006), the language learner can benefit from a variety of media and visual presentation approaches. It means that, when it is used correctly, audio-visual content is effective and has a good impact on language learning in the learning process. Students can be motivated and energized through the use of media as a bridge.

A video blog (vlog) is a blog with video content. Vlogs are currently becoming popular. A vlog is usually published on Youtube with

spoken language, whereas a blog uses a web page and more written content. Furthermore, it is unlike conventional video, which consists solely of the recording, reproduction, or transmission of moving visual pictures.

Vlog is one type of instructional media used for learning and teaching English. Through vlog, students can practice the target language more fun and can improve their speaking skill. Many films are available online and can be used to improve language learning and instruction. The use of the technology is to expand knowledge and express the creativity. One type of vlog that teaches English is Youtube. It shows that video blog is an effective medium for teaching English (Watkins (2012).

Pradita, et al (in Saepudin and Fadilah, 2017) states that learning-based project contributes to meaningful learning, and able to rise ability for practicing and the ability to master the concept, actively involved in learning, and being able to solve a problem through for resolution of the project. Project- Based Learning offers a way to engage the students because Project-Based Learning is a method of instruction based on having students confronted with real-life issues and problems that they find meaningfully. This method allows students to choose and create own assignments to demonstrate their knowledge of topic. Students are free to find a way to show up their understanding of knowledge.

This research was conducted in class III SMA Karya Budi Cileunyi – Bandung. Based on the interview with the English teacher of SMA Karyabudi Bandung, she found that the most common problem in speaking subject is lack of interest because the use of methods and media used in learning is less creative. It makes students not so interested in learning speaking so they cannot communicate effectively and confidently in English. Thus, to increase students' interest in learning speaking, teachers need to find the appropriate and engaging method. In this study, the use of vlogs are expected to be an appropriate and engaging method to improve students speaking skills.

This research has similar topic with previous study (Darmawan, 2016 ; Nailis, 2017 ; Nabila, 2018) about vlog but in a different focus. This study focuses on how vlogs made by students can improve speaking ability. This study analyzes the effectiveness of video blogs to improve students' English speaking skills. Although the method used is similar to the others, this study takes a different approach to find out how communicative activities affect students' speaking skills.

## **B. Research Questions**

From the research background above, the research questions are formulated as follows :

1. What are the students' speaking skills before using video blog?
2. What are the students' speaking skills after using video blog?
3. How is the effectiveness of using video blog on students' speaking skill?

## **C. Research Purposes**

From the research questions above, the research purposes are developed as follows :

1. To find out the students' speaking skills before using video blog
2. To find out the students' speaking skills after using video blog
3. To find out the effectiveness of using video blog on students' speaking skills.

## **D. Research Significances**

### **1. Theoretical Significance**

This study provides extra inspiration and ideas to improve English teaching and learning practices. With this new media, the teacher can be more engaging and accepting the teaching and learning process. The impact of using vlogs is predicted to increase students' assertiveness and confidence in speaking English.

## **2. Practical Significance**

### **a. For English Teacher**

This study should assist teachers in providing new instructional media for teaching speaking in the current era, namely through the use of vlogs.

### **b. For Students**

Through vlogs, students can learn how to speak English accurately, correctly, and confidently.

## **E. Research Scope**

This research is focused on the improvement of the students' speaking skill using video blogs as learning media at the twelfth social three of SMA Karya Budi Bandung. This research is restricted on five aspects of speaking assessment namely; pronounciations, grammar, fluency, vocabularies, and comprehensions.

## **F. Conceptual Framework**

This study discusses some theories from the background of research. It is intended to provide some theoretical concepts which could support this research. Some theories that are discussed are as follows:

### **1. Speaking Skills**

#### **a. General Concept of Speaking**

Speaking is one of the language skills that must be mastered by English learners. Speaking is a skill that is taken for granted because it is learned through society and conversation with the active use of language to express meaning so that others can understand it.

Liao (as cited in Rosdalinda, Rahayu, 2014) mentioned that there are some elements of speaking skills :

- 1) Vocabulary
- 2) Pronunciation
- 3) Grammar

- 4) Fluency
- 5) Comprehension

#### **b. EFL Students Problem in Speaking**

Low learning English speaking achievement can be attributed to two factors. They originate from both external and internal sources. External variables are divided into two categories: social and non-social. Non-social elements can include the place or location, the wealth of the students, and social factors can include the students themselves, and time when the learning process happens. Internal factors are also divided into two categories. Physiological and psychological aspects are involved—students' physiological parameters, such as age, gender, and genetics. Students' motivation and interest can be psychological variables.

#### **c. Classroom Speaking Activities**

The teacher must understand what the students should do in a speaking class before teaching speaking. The types of oral production that students are expected to do in the classroom are divided into six categories: imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of speaking are explained below:

##### **1. Imitative**

Imitative is type of speaking performance which the students imitate a word, phrase, or sentence. In imitative, pronunciation and repetition of words, phrases or sentence are thing that are very interested.

##### **2. Intensive**

Intensive type is speaking types which require the students to produce stretches of language. Intensive speaking include to any speaking performance that is designed to practice some phonological or grammatical aspect of language.

##### **3. Responsive**

Responsive speaking involves brief interaction with someone as interlocutor. The examples of responsive speaking are short conversation,

simple requests and comments, greeting in which involve limited utterance. In responsive, the teacher realize the students' ability to participate with another people around them.

#### 4. Transactional

Transactional dialogue has the purpose to exchange or to convey specific information.

#### 5. Interpersonal

Interpersonal dialogue carried out more for the purpose to maintain social relationships than the transmission of facts and information.

#### 6. Extensive

Extensive speaking involves complex stretches of discourse. In extensive speaking, the interaction is limited, so this speaking called monologue speaking. It is because the listener cannot response the speaker's utterances directly.

## 2. Vlog

### a. Definition of Vlog

A video blog (vlog) is a blog with video content. According to Watkins (2012), vlogging has a learning benefit. The first benefit is that it increases student talk time, and more oral communication practice that helps students master new vocabulary and grammar, reduce shyness while improving confidence, and develop fluency. The second advantage of vlogging is that it encourages self-monitored speech.

### b. Vlog to Improve Speaking Skills

Vlogging is a relatively new technology that enables new types of communication via user-generated content. Only a few vloggers have seen the potential of vlogging for educational purposes. Because vlogging is a new technique and a phenomenon on the Internet nowadays, teachers and students have included it in their teaching methods.

## 3. The Use of Media to Improve Students Speaking Skills

A medium (plural media) is a channel of communication. The term refers to anything that carries information between a source and a receiver. Definition of media focuses on the use of technologies plus concepts and contexts (Dewdney & Ride, 2006, Flew, 2004, Heinich, 1996). Media are the means for transmitting or delivering messages and in teaching-learning perspective providing content to the learners, to achieve effective instruction. (Naz & Akbar, 2010).

Media can be defined by their technology, their symbol systems, and their processing capabilities (Kozma, 1991). Concerning the activities to develop the speaking skill, there are many ways to improve oral skills in the classroom by using media. Therefore, the media that will be used in this research to enhance the speaking skill is making a vlog.

### **G. Hypothesis**

A hypothesis is an initial response to the research problem. The presence of a hypothesis in a study indicates that it employs a quantitative research approach. Furthermore, the hypothesis can spark an investigation into a specific question. The first variable in this study is using a vlog as an "X" independent variable, and the second variable is the students' ability to speak as a "Y" dependent variable. The hypothesis's relationship is proposed as follows: **"THE USE OF DAILY VIDEO BLOGS (VLOGS) AS A LEARNING PROJECT ON EFL STUDENTS' SPEAKING SKILLS."** In this study, the hypothesis is divided into two parts: the alternative hypothesis (Ha) and the null hypothesis (Ho).

Ha: There is a significant difference in students' speaking ability before and after using a daily life vlog.

H0: There is no statistically significant difference in students' speaking ability before and after using a daily life vlog.

## H. Previous Study

There's been a lot of previous and related studies. Darmawan (2016) did his initial research. The study's goal was to see how effective vlog was at increasing student learning interest after taking part in a media Vlogging event. There were several concerns after the researcher concluded the observation. To begin with, students' learning passion in accounting courses was low since teachers had continued to employ the lecture approach; therefore, teachers require more engaging learning media to attract students. The subject of this research and development is a material, media expert, Professor of accounting from SMK N 2 Purworejo and grade XII 2 accounting in Purworejo. The instruments used in this research is a non-test instrument in the question form or questionnaire. The test result showed improvement by 9.24 % from 76.95 % before using media Vlogging accounting to 86.19% after using media Vlogging accounting.

The second study is done by Nailis Sa'adah Safitri, Ianatul Khoiriyah (2017). The goals of this study are to learn about students' perceptions of using English Vlogs to improve speaking skills and to investigate student techniques for utilizing English Vlogs to improve speaking skills. The samples are 5 students of English Education Department of Universitas Islam Indonesia who learnt Listening and speaking subject. The authors applied a purposeful sampling technique to get samples. The type of research was qualitative research. The method of the research concerns 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 research 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.



Then, 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

The last study is conducted by Nabila Saniya (2018). The title of this study is *Students' Experience in Making English Vlogs and Their Speaking Fluency*. The goals of this study are to 1) learn about the process of creating a student-created vlog. 2) evaluate the pupils' vlog performance. 3) show how students' speaking fluency improved before and after filming the video. The participants of this research were six students who were chosen based on their speaking achievement. Two students were from a high level of speaking achievement, two students were from a middle level of speaking achievement and two students were from a low level of speaking achievement. The research was carried out at the State Islamic University in Bandung. Based on the result of data analysis, it concluded three important points. First, regarding the process, making English vlog inside and outside the classroom done by students are different. This happened because the process inside the classroom was spontaneous. Meanwhile, outside the classroom, there is no limited time,

they were free to choose the content and prepare all the related things they need. Second, the students' experience in making English vlog can increase speaking skill, as can be seen from the students' performance score in every vlog. Third, the students' speaking fluency through the English vlog tends to increase. This increase is occurred in test 1 and tests 2 of speaking.

However, the current study is different from the previous studies. This study focuses on how vlogs made by students can improve speaking ability. The study also analyzes the effectiveness of video blogs in improving students' English speaking skills. Although the method used is similar to the others, it takes a different approach to find out how communicative activities affect students' speaking skills.

