

# CHAPTER I

## INTRODUCTION

### A. Background

There are varieties of methods for obtaining English Speaking skills. Utilize techniques that make students feel comfortable, interested, and at ease. In the current era, teachers deem it necessary to create explanations using methods introduced to each generation, particularly the millennials, which must be distinct from this, namely engaging learning strategies. In essence, students will learn more quickly than with the previous method.

Speaking ability is an essential factor in the field of English language skills for students. Speaking is a way for people in different parts of the world to talk to each other. People can share their ideas, beliefs, emotions, and knowledge using words with different meanings. Speaking is a crucial element of language learning. The target language must be produced form by the speakers.

Furthermore, Thornbury (2006) claimed that speaking is a social element in which people engage by expressing their thoughts, emotions, attitudes, and opinions. Speaking is a crucial element of language learning. The target language must be produced form by the speakers.

There are currently several things that could be improved with speaking. The preliminary observation of high school students in Bandung has found that they have a problem with their speaking ability. They are ashamed, unmotivated, and unconfident when they speak English. In addition, most educators have concentrated on textbooks when creating materials. It is very challenging for students; they may need more opportunities to speak English in class (Butar, A.T., 2019). The act of communicating about ourselves is speaking. Someone who is speaking must have individual or group-related issues to resolve. According to Almoslamani (2022), using learning strategies is a significant indicator of student achievement; therefore, if students wish to enhance their academic performance, they must emphasize employing learning strategies. Therefore, students must recognize the significance of learning strategies to improve their academic

performance. Thus, to overcome current problems with speaking skills, students require engaging in learning strategies for dealing with shame, lack of motivation, and lack of confidence when speaking English.

According to Collins (2015), a vlog is a set of videos that someone regularly posts on the Internet in which they record their thoughts or experiences or talk about a subject. Vlogs have recently gained popularity among the many media formats used to teach and study English. Vlogs provide a creative outlet for language learners while fostering linguistic competence development (Watkins, 2012). Using vlogs to learn English will increase students' interest in and enthusiasm (Shih: 2010 Hung, 2011). The tasks in creating vlogs (vlog assignments) will subconsciously bring them into contact with the target language more frequently, affecting their speaking skills.

According to Rahayu (2018), vlogging can increase speaking skills at the intermediate and advanced levels, including junior high school, senior high school technical high school, and university. According to her findings, vlogs can increase students' enthusiasm for learning to speak English. In addition, Saputro et al. (2020) stated that vlogs can improve students' speaking accuracy, fluency, and complexity. It has also been suggested that vlogging for language learning is more enjoyable than traditional classroom learning language. Students are more interested in learning to speak because vlogging is a new learning strategy for teachers and students; learning to talk through vlogs is enjoyable and exciting as usual; vlogging is a unique learning strategy for teachers and students.

Therefore, as suggested by several previous studies, vlogging is recommended as the most up-to-date strategy for acquiring English speaking skills, particularly for students who are shy, unmotivated, and lack confidence when speaking English. Based on the previous studies and explanations above, this study will investigate under the title "The Use of Vlogging as a Learning Strategy to Enhance EFL Students' Speaking Abilities.

## **B. Research Questions**

From the above research background, the following research questions are formulated:

1. How is the implementation of the Vlogging Assignment as a Learning Strategy to improve EFL Students' Speaking Skills?
2. How do students respond to using Vlogging Assignments as a Learning Strategy to improve EFL Students' Speaking Skills?

## **C. Research Purposes**

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

1. To find the implementation of the Vlogging Assignment as a Learning Strategy to improve EFL Students' Speaking Skills.
2. To find how students respond to Vlogging Assignment as a Learning Strategy to improve Students' Speaking English.

## **D. Research Significances**

This research will determine the efficacy of vlogging activities, particularly in enhancing students' English-speaking skills, motivation, and self-assurance. Therefore, research has significance for the following:

1. Practical Significances:
  - a) For teachers, this research expect will make teaching speaking strategies simpler.
  - b) For students, this research expect can be used as a learning strategy to increase students' speaking ability.
2. Theoretical Significances:
  - a) For other researchers, this research is expected can provide information on vlogging activities in improve EFL student's speaking skills so that future research can develop and improve.

## **E. Conceptual Framework**

Fulcher (2003) claims that speaking is the spoken language used for interpersonal communication. Its purpose is to transmit the message inherent in the structure and meaning of all written and spoken languages. Furthermore, Speaking is a production skill that includes making systematic verbal expressions to communicate meaning (Balley, 2005, p. 7). According to Bygate (1987), Speaking is valued equally with literary ability in first and second languages.

Scott Thornbury (2006) says that speaking is a social element in which people engage by expressing their thoughts, emotions, attitudes, and opinions. Speaking is a crucial element of language learning. The target language must be produced form by the speakers. Furthermore, Cameron (2001) argues that the act of Speaking is more taxing than the performance of any other skill because it requires the user to employ language to convey meaning actively.

According to Mogallapu (2011), video blogs (vlogs) are a new form of blog that has acquired increasing popularity over time. Vlogging is a part of the personal diary, filmmaking, art, and science. It is a tool for improving one's horizons or just playing off on the Internet (Bryant, 2006). The teacher should conduct an assessment to determine students' speaking ability in the classroom. Vlogging is one of the assignments to assess the extent to which the student's ability to speak English. Vlog assignments allow students to acquire receptive and expressive language skills at their own pace while allowing professors to maximize in-class time for increased language use and meaningful conversations and assess student learning anywhere, at any time (Gale & Kung, 2009).

According to Safitri and Khoiriyah (2016), millennial students use technology to support their English learning to improve their language proficiency, particularly in speaking, which is the most crucial learning ability. Vlogging is of new technology that has opened up new communication channels through user-generated media (Safitri and Khoiriyah, 2016). Since vlogging is such a new technology and trend on the Internet today, only a few vloggers have realized the potential of vlogging in educational settings and incorporated it into their teaching practices (Baran, 2004).

Safitri and Khoiriyah (2016) say that some students use vlogs to supplement their English studies while learning. Students believe that the expression and content of vlog videos are more natural and intriguing than written blogs. Regarding speaking ability, Safitri and Khoiriyah (2016) said that a vlog is played as supplementary media and a model for pupils to learn to speak independently.

According to Rakhmanina and Kusumaningrum (2017), this project assignment is beneficial for enhancing their foreign language communication skills. For instance, teachers advise students to compose a brief opening monologue. In addition, students must videotape their monologue, edit it, and submit it to personal blog sites online. Since they possess mobile devices, educators might assess them personally from home or anywhere else.

Pegrum (2014) explores the use of vlogging in language education and emphasizes its potential for enhancing students' speaking skills. He emphasizes that vlogging allows students to develop their oral proficiency by practising speaking in an authentic and meaningful context, therefore fostering fluency and accuracy. This expert highlights the potential advantages of vlogging for developing speaking abilities in language learning. This perspective highlighted the value of vlogging to facilitate authentic language production, self-reflection, feedback, and engagement. Therefore, vlogging have several benefits for helping students improve their speaking skills. Because vlogging are more engaging, descriptive, and visual, they allow students to enjoy their learning.

## **F. Previous Studies**

Aminatun and Mandasari (2019) conducted the first previous study. "Vlog: A Tool to Improve Student's English-Speaking Ability at University Level." This research describes the process of applying Vlog to speaking skills. Furthermore, this study explores the significance of learning English through Vlogs. The participants in this study are second-semester English Education Study Program students at Universitas Technocrat Indonesia. This study's instrument includes an interview. The outcome demonstrates that some phases were completed for the learning process to succeed. Vlogs help pupils improve their English-speaking

skills. Since this study was conducted to the University level, this study conducted in Elementary Level.

Marleni and Desnita (2020) conducted the second previous study. "The Use of Vlogging as Media in Online Class." The purpose of this study is to determine whether there is an effect of using Vlogging as a medium on students' speaking skills in online classes throughout the academic year 2019/2020. This quasi-experimental study was conducted on MA Muallimin Muhammadiyah Bangkinang eleventh-grade students. Based on the results of the T-test formula, Vlogging is an excellent way to teach speaking skills in an online class.

Salsabila (2021) conducted the third previous study. "Augmenting Students' Speaking Skills through Vlog as an Innovation in Learning. Universitas Muhammadiyah Jakarta, Indonesia". The goal of this research article on innovation in learning through vlogging is to boost students' speaking confidence in the classroom. This study's data was collected through a case study and descriptive analysis using qualitative research methods. Data gathering strategies were observed on eighth-grader graduates at SMP Darul Ulum Depok. The findings of this study demonstrated that after the students completed the Vlog, they scored higher on the criterion points for developing their speaking skills and enjoyed speaking more. Innovation can also help students improve their fluency, pronunciation, vocabulary, and overall performance through vlogs.

However, this research is different from some previous studies. This study focuses on improving sixth-grade students' speaking skills at one of Elementary School Bandung which has its own curriculum by using vlogging as a learning strategy. Even though the method used is similar to the others, most previous studies use quantitative methods. In contrast, this current study uses a qualitative method to determine how communicative activities affect students' speaking skills.