CHAPTER I

INTRODUCTION

A. Background of The Study

In the modern world, English is a worldwide language. Since English is the most widely spoken language in the world, its importance in today's society cannot be understated[1]. English is taught in Indonesian schools starting in the first grade of junior high school as a required subject and since the fourth grade of elementary school as local content in the hopes that students will be able to learn and converse in English as a foreign language. According to Iman, students must become proficient speakers of English to interact with one another[2].

Speaking is the ability to generate words that express our ideas, feelings, thoughts, or advice to other people[3]. Speaking is also one of the few skills that may be applied to daily activities that are limited to the sending and receiving of messages in a silent manner[4]. Possibly, a bare-bones life activity is something that a speaker usually does to express a few of his ideas so that he

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[1] Erlangga Putra, "*The Importance of Learning English Nowadays*" (A Thesis Sepuluh Nopember Institute of Technology (ITS), Surabaya, 2020.

[2] Jaya Nur Iman, "Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill," *International Journal of Instruction* 10, no. 4 (2017): 87–108.

[3] Mohammad Iqbal, Ali Ashari, Febti Ismiatun, *"Students' Perception On The Use Of English Video Blog Towards Their Speaking Performance"* 2018.

[4] Greta Natasia and Luh Angelianawati, "Students' Perception of Using Storytelling Technique to Improve Speaking Performance at SMPN 143 Jakarta Utara," *JET (Journal of English Teaching)* 8, no. 2 (2022): 282–292.

can communicate with the listeners[5]. It's because speaking is one of the most important elements of communication and it can be used as a medium of social interaction.[6]

Speaking competence is an essential skill for every individual, especially in the digital era like now. Indonesia's young generation needs to have the ability to speak well and effectively through video media in order to compete globally. Advances in information and communication technology have further strengthened the role of video media as an effective means of communication. Therefore, it is important to improve the speaking competence of Indonesia's young generation through their speaking performance, in order to become a golden generation that can communicate well and strive for a better future for Indonesia.

Technological innovation has emerged rapidly in all aspects of life. In the field of education, technology plays an important role. This makes it easier for teachers and students to carry out the learning process[7]. Technology and English have combined to form an essential medium for fostering language acquisition and motivating non-native speakers to engage in social

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[5] Muhammad Andi Rusgandi, "Students' Perception on the Use of Youtube Towards Their Speaking Skill," *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, no. Vol 16, No 13 (2021): Jurnal Penelitian, Pendidikan, dan Pembelajaran (2021), http://riset.unisma.ac.id/index.php/jp3/article/view/11702/9249.

[6] Dian Estiningrum, "Using Talking Chips to Improve VII-a Students' Speaking Skill at SMPN 1 Trucuk" (2015): 1–87.

[7] Nafan Tarihoran, "Teacher Candidates' View on Using Technology in Developing English Language Teaching Materials," *International Journal of Psychosocial Rehabilitation* 24, no. 8 (2020): 3005–3013, https://www.psychosocial.com/article/PR280319/21154/.

interactions[8]. In today's educational system, learning English with technology is commonplace. Using any digital technology makes language learning more effective and more efficient in pursuing whatever language and content goals, objectives, and standards are to be achieved.[9] Therefore the use of technology in teaching and learning foreign languages consistently can make educators know the advantages and disadvantages of technology used in English teaching and learning[10].

One of the technological innovations that are currently popular is vlogs (Video Blogs). Video Blogs (Vlogs) is a technology that enables anyone to record, capture, transmit, and combine sound and image[11]. To help students improve their speaking abilities, the teacher in the Speaking classroom used video-making assignments. According to Gromik, video recording is one of the technologies that may help students develop their speaking skills since it allows them to see a mirror image of themselves, similar to speaking in front of a mirror daily but with better version capabilities[12]. Students can simply

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[8] Ronald Fransyaigu et al., "Technology-Based Character Education Through the 'Moodle' Application," *Proceedings of the 2nd International Conference on Science, Technology, and Modern Society (ICSTMS 2020)* 576, no. Icstms 2020 (2021): 353–356.Sei-Hwa Jung, "The Use of ICT in Learning English as an International Language" (August 4, 2006).

[9] Fiona Farr and Liam Murray, *The Routledge Handbook of Language Learning and Technology*, *The Routledge Handbook of Language Learning and Technology*, 2016.

[10] Mustafa Pathan, "The Use of Computer Technology in EFL Classroom: Advantages and Implications," *International Journal of English Language and Translation Studies 2308-5460* (January 1, 2013).

[11] Sofendi Sofendi, Ermalati Putri, and Rita Inderawati, "The Utilization of Video Makers in Essay Writing at English Education Study Program of Sriwijaya University," *Jurnal Pendidikan Progresif* 13, no. 2 (2023): 884–892.

[12] Nicolas A. Gromik, "The Effect of Smartphone Video Camera as a Tool to Create Gigital Stories for English Learning Purposes," *Journal of Education and Learning* 4, no. 4 (2015): 64.

review their mistakes by viewing their most recent video[13]. To put it briefly, students can use the video they made to assess their speech and identify its strengths and faults.

Based on observations, the researcher found several problems faced by students, especially in speaking performance. They have limited time to practice speaking English in class, they do not know how to explore and express ideas, they are not confident when speaking English in front of the class, and they feel bored with formal learning. Based on an interview with the English teacher She said that students' speaking performance in the eleventh grade is still low. The students have difficulty memorizing and are shy about speaking English. Their pronunciation and grammatical ability are still low, but in fact, the students' scores are still under the criteria for minimum mastery in SMAN 1 Sajira[14]. To conclude, the research has reviewed from various previous studies, that the use of vlogs is more effective for teaching students. Because, according to previous research, the use of vlogs as a learning medium can provide excellent opportunities for students to improve their speaking skills. Having them speak in a structured manner for a few minutes can allow students to practice not only in the classroom but also outside the classroom. So, with the use of modern technology as a learning medium and teaching strategy, it is expected that students will be more interested in learning English.

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[13] Edy Waloyo et al., "Esensi Pemanfaatan Aplikasi Pembelajaran Untuk Pengajaran Bahasa Inggris" (2022): 300–304.

[14] Yeni Ghonivita S.Pd., Ayu Rahayu, S. Pd., interviewed by Delfi Tri Nuryani, *Tape Recording*, May 27, 2024.

Related to the facts above, the use of vlogs in speaking classes enables students to become more independent in the classroom. This represents a fundamental structural change to achieve significant improvements in learning productivity as technology is used to support teaching and learning. Technology also has the power to transform teaching by ushering in new models of connected teaching. One of them is a vlog. Therefore, to find out how students in secondary schools perceive English video blogs as their means to learn English speaking skills in the digital era, the researcher is interested in conducting a study entitled ***"Authentic Digital Vlog as An Alternative Technique to Explore Students' Speaking Performance".***

B. Identification of The Problem

From the background of the above research, the identification of the problem is as follows:

1. Students have limited time to practice speaking English in class.

2. Students are not confident when speaking English in front of the class.

3. Some students feel bored with formal learning.

C. The Scope of The Problem

By the considering time, facilities, and findings needed, it is necessary to limit a problem. The researcher needs to limit the problems to pay more attention to the specific problem. Research has been conducted in Senior High

Schools, and the focus of this research is how students perceive English video blogs on their speaking performance in senior high school.

D. Formulation of The Problem

Based on the above description of the background of the problem, identification of problems, and limitations of the problem, research problems can be formulated as follows:

1. How do students perceive English Video Blogs on their speaking performance?

2. What are the students' opinions of speaking performance using an English vlog?

E. The Objectives of The Study

Based on the research background and problem formulation above, there are two main objectives of this research:

1. To find out how Students perceive English video blogs on their speaking performance.

2. To identify the students' opinions of speaking performance using English vlogs.

F. Significance of The Study

Based on the research objectives above, the use of research is as follows:

a. Theoretically

Theoretically, the present study will be beneficial as a reference for developing knowledge about the use of the Vlog technique as a strategy for improving students' speaking performance.

b. Practically

Practically, the result of this present study will be expected to provide significance for teachers, students, and the researcher herself.

1. For the students

The present study hopes that students can construct their speaking performance by using a vlog. The researcher hopes that EFL students can overcome their speaking performance difficulties through an optimistic attitude.

2. For the teachers

After the teacher knows about the effect of the Vlog technique on students' resilience during speaking performance activity, teachers can evaluate it. If the method is successful, the teachers have to maintain it to improve their teaching strategy.

3. For the researcher

By using the Vlog technique, the researcher will get an evaluation of the method. If the method is effective, it will be developed by the researcher for her students in the future. In addition, the study will be a review for the next research.

G. The Previous Study

The study written by Denada Rusman, ***"Using Vlog Media to Improve Speaking Skill at the eleventh-grader students of madrasah aliyah negeri palopo"*** This research uses Quasi-Experimental. The population of this research is the eleventh grade of Madrasah Aliyah Negeri (MAN) Palopo. The total populations are 120 students. The samples are XI MIA 1 consists of 23 students as experimental class and XI IIS 2 consists of 23 students as control class. The sampling technique is one important aspect of research, and the sampling technique in this research is purposive sampling. The instrument of the research is the speaking test. The researcher gives pre-tests and post-tests to the students. The result of this research shows that there is a significant difference in speaking achievement between the students who are taught by using vlog media and the students who are not taught by using vlog media Based on the result of this research, the researcher concluded that using vlog media was more effective to improve students speaking skills than by not using vlog media.[15]

The study entitled ***"Vlog To Improve Students Speaking Skill: A Classroom Action Research"*** was written by Inge Angelica Valimbo and Elysa Hartati. The study is aimed to show the process of the students' speaking improvement. The participant from the teaching and learning activity in class

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[15] Denada Rusman, "Using Vlog Media To Improve Speaking Skill At the Eleventh-Grader Students of Madrasah Aliyah Negeri Palopo English Language Education Study Program Faculty of Education and Teacher Training State Islamic Institute of Palopo 2020" (2020).

VII D. to collect the data, the writer involved two types of data. The data are taken from the qualitative and quantitative data. The qualitative were obtained by observation and interview. The quantitative data were obtained by speaking tests and questionnaires. The result of the research showed that Based on the students, it could be concluded that there was a good improvement from the pre-test to the post-test. Use of vlogs for the students, they get more chances to speak up and they can build their ideas and imagination while the teachers, or they can use the media to catch students' attention and focus on the material. Based on those findings, that vlog was an efficient and effective way to improve the speaking skills of the students in Middle School.[16]

Another study entitled ***"Project-Based Learning: Enhancing EFL Students' Speaking Skill through Vlog"*** was written by Wienda Febriyanti Nugroho and Mirjam Anugerahwati. The result of this study showed that after the students were taught by using PBL through Vlog, the eleven students successfully met the criteria of success. The use of PBL through Vlog enhanced the students' fluency, grammatical accuracy, pronunciation, vocabulary, and content. This enhancement could be proved by the students' speaking achievement and the scores gained by the students. The score of the speaking test has fulfilled the criteria of success. All lower students got a score greater than 70 and all higher students got a score greater than 70, and also all students got a score greater than 70. In addition, the students were actively

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[16] Inge Angelica Valimbo and Elysa Hartati, "Vlog To Improve Students Speaking Skill : A Classroom Action Research," *Konferensi Pendidikan Nasional* (2018): 91–97.

participated; more motivated, and felt happy in the teaching and learning process.[17]

The differences between the new study and the previous study, the writer will analyze the perception of students on using English video blogs (vlogs) in students' speaking performance because more researchers focused on using vlogs as learning media in English classrooms without asking how about students' perception.

H. The Organization of Writing

To make this research easy to comprehend, the writer divided this paper into five chapters, as follows:

The first chapter is an introduction, it consists of the background of the study, the identification of problems, the scope of the problem, the formulation of the problem, the objective of the study, the significance of the study, the previous study, and the organization of the writing.

The second Chapter is the Theoretical Framework. It contains the definition of speaking, speaking aspect, types of speaking, definition of technology, digital vlogs, types of vlogs, and the strengths and weaknesses of vlogs.

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[17] Wienda Febriyanti Nugroho and Mirjam Anugerahwati, "Project-Based Learning: Enhancing EFL Students' Speaking Skill through Vlog," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 4, no. 8 (2019): 1077.

The third Chapter discusses the methodology of research which consists of the method, the participants, the data collection technique, and the data analysis technique.

The fourth Chapter Findings and Discussion contains research findings and Discussion, it consists of quantitative findings, qualitative findings, and discussion.

The last five Chapters are closing, they describe the Conclusion and Suggestions.