

CHAPTER I INTRODUCTION

A. Research Background

English is regarded as the universal language since it is spoken by people everywhere. Education, economics, medical, business, technology, tourism, computers, acquiring a job, and many more areas all benefit greatly from proficiency in English. When it comes to schooling, English possesses four skills. Speaking, reading, listening, and writing are all included. Speaking is the most crucial ability in a foreign language and one of the talents in the English language. To be able to communicate with people around the world, pupils must master English, especially speaking ability.

According to Iif Latifah Amir Speaking is the most crucial skill to develop as a tool in international communication.¹ English is spoken as a second language in Indonesia, but it is extremely uncommon to utilize English for daily tasks. Only in the classroom is English utilized, and there are some specific requirements for a test of proficiency. Every level of education requires pupils to take English, and it is taught to them minimally from elementary school through university.

Hendra Heriansyah explains that in order to speak effectively, language learners need to possess knowledge in three different areas. These areas are: 1) the functions of language, which deal with speaking performance in the form of transactions and interactions (for example, knowing how to change information and provide clarity of the essential message), 2) the mechanics of language elements (pronunciation, grammar, vocabulary), which place an emphasis on using the right words in the right order with the correct pronunciation, 3) Social and cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).² The ability of a pupil to speak in a language is frequently used to assess the progress of language learning. In speaking ability, students must demonstrate their fluency while speaking and use

¹ Iif Latifah Amir, "The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text" (Thesis, UIN Walisongo Semarang, 2019), 1.

² Hendra Heriansyah, "Speaking Problems Faced by The English Department Students of Syiah Kuala University," *Lingua Didaktika* 6, No 1 (2012): 37.

specific text types to express their ideas and expertise. It is difficult to talk in the target language since learning a foreign language entails more than just understanding its grammatical and semantic rules.

Speaking Indonesian is a highly difficult language to master since issues inevitably arise. Some pupils find speaking English challenging. Speaking skills frequently encounter some challenges in language classes, according to the researcher's observations of the third semester students in an English education department in Indonesia. According to Devia one of the third semester students in an English education department in Indonesia claims that students have trouble communicating because they lack vocabulary, are insecure, and have a hard time pronouncing English words.³ Faiz continued by saying that students' issues with speaking English include their fear of making mistakes in front of the class, their lack of knowledge of what to say, their lack of confidence and comfort if they make mistakes, and they have less motivation to learn English.⁴

Additionally, there are two external and internal explanations of limited performance in learning to speak English. There are two categories of internal forces. Both physiological and psychological elements are involved. The physiological components include the way in which students' organs operate. The kids' interest in and motivation to read can be psychological variables. Social and non-social external variables can be divided into two categories.⁵ Non-social elements include the setting or location, the climate, and the time of day when learning takes place. Social aspects are determined by the students themselves. In addition to the aforementioned reason, students frequently find media used in teaching and learning to be boring. Media that can grab students' attention and make them feel comfortable while they learn to speak is necessary.

One of the solutions to overcome the problems above is using social media. Social media is one of the tools that affect students' interest in learning the English process. As Sri Wahyuningsih and Siti Dewi said that social media has increasingly been used in teaching English, and one of the effective tools that can be used in English

³ Interview With Devia Fevrianti, The Third Semester Students In An English Education Department In Indonesia (8 October 2020).

⁴ Interview with Faiz Miladi Farhan Mahably, The Third Semester Students In An English Education Department In Indonesia (8 October 2020).

⁵ Fitrotul Maulidiyah, "Are you ready to vlog? A newly sophisticated way to improve students' speaking ability" *Journal of Research on English and Language Learning* 1, No. 1 (2020): 38.

learning is social media.⁶ To overcome those problems, teaching English especially speaking, can be integrated with media such as social media. Nowadays, social media is used to teach English on several levels. Students from elementary to university are very fond of social media, so this is expected to motivate them to learn. There are so many popular social media, including Facebook, Instagram, YouTube, WhatsApp, and many more.

YouTube is one of the social media platforms that can help with the aforementioned issues. Anyone who learns to use English through YouTube will be able to communicate more effectively and be better at problem-solving. Learning to speak English on YouTube is one of the more contemporary and efficient ways to do so, in line with technological advancement. Lia Selfiastated that using YouTube is an innovative learning system that is not a formal system but has a nice effect on improving English speaking.⁷ Using YouTube to learn English has several advantages, including making the process more enjoyable, speeding up comprehension, teaching accurate word pronunciation, and making it simple to locate English-related resources.

Teenagers frequently watch videos on YouTube and create vlogs to publish to the site. YouTube has recently gained popularity among this demographic. According to Isnaniah, YouTube is a popular way to learn and teach English, particularly for English speaking skills, which are in high demand in Indonesia. By watching the YouTube video, they might directly learn how to communicate with a native speaker, which could pique their interest in learning how to speak English anywhere.⁸ As a result, they may discover a wide variety of vocabularies and learn how to pronounce English words correctly. English teaching by watching videos on YouTube, students not only can learn English in a more organized way but also

⁶ Sri Wahyuningsih and Siti Dewi, "Promoting Speaking Proficiency in Broadcasting Through YouTube Project: Perceptions of Undergraduate Students," *ELLIC Semarang*(2019): 2, <https://doi.org/10.4108/eai.27-4-2019.2285332>.

⁷ Lia Selfia Yunita, "The Effectiveness of Using Video Youtube Toward Students' Speaking Ability At the Second Grade of Mts Psm Mirigambar" (Thesis, IAIN Tulungagung,2015), 3.

⁸ Isnaniah, "Utilizing Vlog in Youtube To Increase Students' Interesting in Speaking English Learning At the First Semester Students' of English Language Education Universitas Islam Syekh Yusuf," *JISAE: Journal of Indonesian Student Assessment and Evaluation* 6, no. 2 (2020): 182, <https://doi.org/10.21009/jisae.062.08>.

enjoy various learning resources on YouTube according to their needs and interest.

Anita, Cynantia, and friends claim that one method for improving English language abilities, particularly speaking abilities, is to use vlog on YouTube.⁹ Mohammad and Fahri add that Vlog, coming from the words “video” and “blog”, is the new style in the activity of blogging.¹⁰ In essence, a vlog differs from a blog in that it relies heavily on video as a substitute for writing. The concept of vlogging is similar to that of blogging, except that it is written and done on a website. A video is used as the media, and it is spoken.

Additionally, as vlogging incorporates text, images, movies, and sounds, it offers a larger website experience than blogging, which only employs text. This is what allows a vlog to expand the knowledge and feelings shared with the audience.¹¹ People can offer a variety of topics through vlogs, including advice, tricks, hobbies, experiences, speeches, and others. The largest medium for sharing vlogs with the world is YouTube. Many people have recently started creating YouTube channels with a variety of topics. That is why vlogs can also be defined as online diaries.

Vlogs, which are spoken orally, are an advanced strategy for learning target languages, particularly English. It provides a fun and private setting for people to practice their English. By providing opportunities for learners to practice their language skills anywhere and with less preparation, online videos help learners stay engaged in the learning process. According to Mohammad and Fahri, vlogging is a type of blogging that helps students improve their fluency, accuracy, and accent.¹² Since vlogging is primarily oral in nature, speaking is the key aspect that is stressed.

Based on the explanation above, the researcher would like to conduct a research paper entitled “The Use of Youtube Vlog to

⁹ Anita Anggraeni, CynantiaRachmijati, and friends, “Vlog: A Tool for Students' Speaking Practice Enhancement,” *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 25.

¹⁰ Mohammad Robith Aqil and Fahri, “Vlogging as a Medium for Eighth Graders of SMP Negeri 1 Gresik in Speaking Recount Text” *RETAIN* 6, No. 2 (2018): 187.

¹¹ Lisa Rakhmanina and Dian Kusumaningrum, “The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation,” *Proceedings of ISELT FBS Universitas Negeri Padang* 5 (2017): 27, <http://103.216.87.80/index.php/selt/article/view/7980/6083>.

¹² Mohammad Robith Aqil and Fahri, “Vlogging as a Medium for Eighth Graders”,187.

Improve Speaking Skill: A Case Study of The Third Semester Students in An English Education Department In Indonesia”.

B. Research Focus and Scope

The research leads to the perceptions, obstacles, and strategies in using YouTube vlog to improve the students’ speaking skill for the third semester students in an English education department in Indonesia in 2020/2021 academic year (class C). The participants are the English Lecturer of speaking for professional Context and the third semester students in an English education department in Indonesia.

C. Research Questions

Based on the background of the study, the researcher formulates the statements of problem such below:

1. What are the perceptions of the third semester students in an English education department in Indonesia to the use of YouTube vlog in improving the students’ speaking skill?
2. What are the obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students’ speaking skill?
3. What are the strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students’ speaking skill?

D. Research Objectives

Based on the research question above, the research objectives to be achieved by this research are:

1. To explain the perceptions of the third semester students in an English education department in Indonesia to the use of YouTube vlog in improving the students’ speaking skill.
2. To explain the obstacles faced by the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students’ speaking skill.
3. To explain the strategies used by the Lecturer of speaking for professional context and the third semester students in an English education department in Indonesia in using YouTube vlog to improve the students’ speaking skill.

E. Research Significances

By this research, the researcher expects that this research can give advantages, either theoretically or practically, for the students, teachers, and researcher.

1. Theoretically

YouTube vlog as media enables to be a more acceptable and exciting way to increase speaking skill in the learning process.

2. Practically

a. For Students

The result of the research enables the students to get stimulated with more exciting media called YouTube vlog. By watching and practising with full of joy, the students are hopefully increasing their capability of speaking English correctly and fluently.

b. For Teachers

The result of this research is expected to provide teachers with the new perspectives that stimulating media for speaking skill should pay attention and involve the sides of cognitive, affective, and self-engagement.

c. For Researchers

The result of this research hopefully can be a reference for others in strengthening and increasing the students' speaking skill toward media.

F. Organization of the Thesis

The systematic is useful to provide a clear and not deviating picture of the subject matter in a systematic proposal. This thesis is as follows:

The front page is the opening part, which consists of cover, approval sheet, statement of work's originality, abstract, motto, dedication page, acknowledgment, and table of contents.

Chapter I is an introduction. This chapter describes the background of the study, the focus on the study, the statements of the problems, the objectives of the study, the significance of the study, and the systematic of the writings.

Chapter II is a review of related literature. In this chapter, the theoretical basis related to the study will be described, the review of previous studies that are relevant to the study, and the theoretical framework.

Chapter III is a research methodology. This chapter will describe the basis of the types of approaches, research settings,

research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is finding and discussion. In this section, an overview of research objects, a description of the research, and data analysis from the research.

Chapter V is closing. As the final chapter, this chapter will briefly present conclusions obtained from the discussion and also contain suggestions for exciting parts for the development of further research.

Furthermore, the last Chapter is the part that contains the references, appendices and curriculum vitae.

