

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical Description

##### 1. YouTube

###### a. Definition of YouTube

In this age of globalization, YouTube is a component in the evolution of information technology (IT). According to Wayan YouTube is a website that provides a variety of video content, including video blogs, brief original films, instructive videos, music videos, and movie trailers. Users are given the option to upload, view, rate, share, and comment on videos.<sup>1</sup> However, the ability to publish movies to their channels is only available to registered users. The general audience has the opportunity to comment on a video that has been posted to a channel. There are many different types of videos on YouTube, and English language learning videos are no exception.

In order to engage them in the teaching-learning environment, teachers or students can use vlog on YouTube or make their own. It enables both teachers and students to quickly access the movies they want for instruction and learning.<sup>2</sup> A film that is appropriate for the lesson's topic and goals may be used by the teacher or assigned to the class. One of the best media for language instruction and learning is YouTube. Because it can increase kids' enthusiasm in learning, it is very helpful. The kids require entertainment because they occasionally find the setting in English class boring.

The world's largest and most popular website for online videos, particularly on the internet, is YouTube. Right now, there are people of all ages using YouTube, from young toddlers to senior citizens. Users have free access to upload videos, search for videos, watch videos, debate videos, and share video clips. Millions of people use it every single day. Therefore, YouTube has the potential to be used as a tool for English language learning. The goal of using YouTube as a

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<sup>1</sup> I Wayan Sastra Gunada, "Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill" *Ganesha University of Education*4, no. 1 (2017): 4, <https://www.researchgate.net/publication/326082917>.

<sup>2</sup> Lia Selfia Yunita, "The Effectiveness of Using Video Youtube", 19.

learning tool for English is to establish engaging, enjoyable, and interactive learning circumstances. Interactive learning in the classroom can be facilitated by using instructional YouTube videos. Seher Balbay and Selcan Kilis state that The amount of capacity that may be used online is unlimited, and watching the videos is free. Another ubiquitous gateway that is available whenever and wherever is YouTube.<sup>3</sup> Therefore, student conditions expect to maximize YouTube as learning as much as possible.

#### **b. YouTube in Education**

According to an assessment of a YouTube video, even for those from lower income categories, access to computers and the Internet is no longer a major cause for concern. Videos are now used so often that they can even be accessed on mobile devices. According to Yunita, the availability of educational tools and user-generated YouTube videos also made teaching more engaging. Additionally, these videos could be accessed whenever it suited the pupils and from any location.<sup>4</sup> In addition, YouTube is utilized to engage students, inspire creative teaching techniques, and illustrate theoretical material.

For EFL students, YouTube is also used as supplemental material. According to a survey of 69 sophomore students by Brent A. Kelsen, they found that using YouTube to study English was beneficial, intriguing, and interesting.<sup>5</sup> The findings demonstrated that the YouTube instructional style significantly enhanced students' perceptions of their learning. YouTube videos have been shown to have a favorable impact on learning and teaching.

Additionally, the combination of sights and sounds in educational videos makes them appealing. As a result, it will be able to produce a powerful medium that teachers can utilize to explain concepts to pupils while also delivering

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<sup>3</sup> Seher Balbay and Selcan Kilis, " Students' Perceptions of the use of a YouTube channel specifically designed for an Academic Speaking Skills Course" *Eurasian Journal of Applied Linguistics* 3, no. 2 (2017): 239.

<sup>4</sup> Lia Selfia Yunita, "The Effectiveness of Using Video Youtube", 20.

<sup>5</sup> Brent A Kelsen, "Teaching EFL to the iGeneration : A Survey of Using Youtube as Supplementary Material With College EFL Students in Taiwan," *National Taipei University* 10, no. 2 (2016): 13, <http://callej.org/journal/10-2/kelsen.html>.

instruction that engages all of their senses.<sup>6</sup> These would undoubtedly help teachers by facilitating the use of visuals that movies can offer when explaining abstract concepts and procedures. In an effort to encourage teaching speaking, interactive activities can be used in conjunction with YouTube videos. The prevalence of these resources from numerous websites on the Internet has sparked interest in evaluating the efficacy of using YouTube videos.

## 2. Vlog

### a. Definition of vlog

Vlog comes from two words, "video" and "blog". "Video" is a technology for capturing, recording, processing, and transmitting moving images. "Blog" is a personal online record that is shared on social media to be read by the general public. According to Anita, Cynantia, and Dewi vlog is short for "video blog," and blog is short for "web log." In essence, a vlog is an online diary in video form.<sup>7</sup> Vlogs are personal records that shape in the form of videos that are updated and distributed publicly through personal channels on a video sharing platform, for instance, YouTube, Flickr, and so on vlog as a form of blogging activities using visual audio and video. Maulidah adds that vlog defines as the video component that provides a series of online broadcasts which is allowing everyone to create and post content and consider it as a video collection that serves both as an audiovisual life documentary and as a vehicle for communication.<sup>8</sup>

One of the most well-known websites in this century is Vlog. According to Astriani, there are several purposes for using vlogs, such as sharing personal experiences, expressing ideas or remarks on particular subjects, or even serving as a tool to enhance teaching and learning.<sup>9</sup> Vlogs can be posted anonymously to YouTube and made viewable only by the

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<sup>6</sup> Seher Balbay and Selcan Kilis, "Students' Perceptions of the use of a YouTube channel", 240.

<sup>7</sup> Anita Anggraeni, CynantiaRachmijati, and friends, "Vlog: A Tool for Students' Speaking Practice Enhancement,"25.

<sup>8</sup> Izzah Maulidah, "Vlog: the Mean to Improve Students' Speaking Ability," *Advances in Social Science, Education and Humanities Research* 145, no. 8 (2017): 12, (<http://creativecommons.org/licenses/by-nc/4.0/>).

<sup>9</sup> Ayu Astriani, "Integrating Video Blog in EFL Class For Teaching Speaking at SMAN 4 Kendari," *Journal of Language Education and Educational Technology* 2, no. 2 (2017): 4.

concerned student, the instructor, and any invited classmates. Assessment could be done based on the overall student's pronunciation, vocabulary level, grammatical usage, and communicativeness in general.

#### **b. Types of Vlog**

Vlogs are a popular way to consume content online. Creators make videos about their interests to inform and entertain others. Since everyone enjoys something different, there are hundreds of types of vlogs scattered around the internet. Izarotussariroh conducted seven types of Vlogs. There are:<sup>10</sup>

##### 1) Personal Vlog

Many vloggers discuss their personal life. Personal content vlogs discuss issues or brand-new issues that other people face. The main draw of this kind of personal vlog is to develop a strong relationship with the vlogger. After going through unpleasant experiences, people might use their lives to express themselves, impart life lessons, or just amuse the audience. Some well-known vloggers capture household life, prior painful experiences, and even erotic habits because to the level of access they grant a small audience.

##### 2) Humour

For comedians, YouTube is a fantastic social networking site, and many other forms of stand-up comedy use vlogging. Anecdotes, hot subjects, or pure crap are some examples of the diverse content found in humor vlogs. Some vloggers experiment with other typical vlogging components while portraying characters as made-up or exaggerated versions of themselves.

##### 3) Fashion and Beauty

The best-selling publications, fashion writers, and bloggers receive a ton of views on YouTube, as do amateur and professional beauticians and fashionistas. Simple verbal reviews to shoots where new expenses are modeled are all acceptable scales and formats for vlogs, which frequently employ editing and production methods

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<sup>10</sup> Izatussariroh, "The Implementation of Vlog in Teaching English Speaking (A Case Study in the Third Semester of English Education Department IAIN Surakarta)" (Thesis, IAIN Surakarta, 2019), 37.

similar to those used in glitzy commercials or music videos.

4) Travel

The internet is where some of the most fascinating journeys of our decade take place. You can travel by making a video blog with someone while you explore the world and present fresh opportunities or travel-related activities. To make a vlog, modern explorers don't need to travel while hauling a lot of gear and crew. The smartphone includes a built-in camera.

5) Science and Education

Youtubers have little trouble connecting with young Internet users, whereas schools, charities, and organizations do. Some vloggers use Vlog to lead the educational revolution by making it accessible. Vloggers accomplish this by dividing material into digestible video lessons, engaging dialogues, creating an astonishing phenomenon with video films, or just by demonstrating excitement. Vlogging can be used as a tool in the field of education to enhance classroom learning. Due to sometimes unattractive class structures, educational vloggers fill the void by being authentically enthusiastic, engaged, and entertaining.

6) News and Commentary

Some vloggers discuss current events, the arts, or culture. Their videos can cover a wider range of topics, such as show or entertainment magazines, tech reviews, film critique, or lists of the newest releases. Some of the most popular YouTube channels employ online tools like news site aggregators to make news digestible, entertaining, and fun. Vloggers have the freedom to discuss topics they deem relevant or go into greater detail about specific tales. They are free to express themselves without being constrained by the norms of print or broadcast journalism.

7) Experimental

It is crucial to keep in mind that one benefit of the internet is that there are no restrictions on what you can use it for. Vloggers experiment with format, duration, style, and material based on their experiences when they don't have any specific plans to create a video. Every week, thousands of creative vloggers combine fact

and fantasy without first writing a screenplay or use content from a variety of professions. The majority of vloggers don't have directors, producers, or managers telling them what to do, therefore they create what they want to.

### c. **The Benefits of Vlog**

Students who want to get better at speaking English can benefit from vlog. Students can improve their narrative, concept expression, and other skills. Jariyah explains that the advantages of adopting vlogs give learners an unexpected experience.<sup>11</sup>

- 1) Shows for real something that is initially not possible can be seen.
- 2) Analyzing the change in the specific period.
- 3) Provides experience to learners to feel the circumstances and discussion learners.

Based on the reasoning above, it is clear that video media are used in teaching and learning. Students can watch an event that cannot be observed directly through the vlog, and they can also replay the video as needed. Thus, introducing students to speaking through video blogging (vlogging) increases engagement and encourages them to always pay closer attention to the lecture.

### d. **Principles of Using Vlog in Speaking Class**

The students can access the model of video blogging on the internet. They are familiar with it. The role of teachers here is to direct students to look for the proper video blogging which is relevant to the learning purpose. There are some principles that can be used by the teachers relating to the use of vlog in the speaking class.<sup>12</sup>

1. The students are exposed to video blog with the native vlogger, recommended at the same age. Factually, the old media use model exposes the target language of the teachers. Unluckily, the teachers are not native speakers. Despite listening to the teachers speaking, students are

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<sup>11</sup> IifLatifah Amir, "The Effectiveness of Video", 32.

<sup>12</sup> Muhammad Muhsin, "The Use of Video Blogging as Media to Improve Students' Speaking Skills (A Classroom Action Research at the Eleventh Grade of MAN Salatigain Academic Year of 2018/2019)" (Thesis, IAIN Salatiga, 2018), 44.

supposed to learn how pronunciation, grammar, and even vocabulary work (Production skill).

2. The topic of vlog use should be relevant to the student's life. This matter is done to avoid the gap between reality and students' disorientation. For example, the students who do not understand the topic of policy will not be able to proceed with the communication or even respond to the vlog talking about policy. A theme is the first element in engaging students' motivation and attention.
3. The teachers can compare the main video blogging and the different ones. The teachers can show English vlog and Indonesian vlog. This activity is given to make students understand which one they should learn to practice.
4. The teachers can give extend learning with video blogging. The students do some instructed activities outside of class. This kind of instruction is to assess the students how they improve their speaking skills by making vlogs.

#### e. **Advantages and Disadvantages of Vlog**

There are many advantages of vlogs that can be used by English teachers in teaching speaking. Based on Darmawan, the advantages of vlogs are as follows:<sup>13</sup>

- 1) Vlogs are an important media because they provide students the chance to watch the video more than once until they fully comprehend the material.
- 2) Vlogs provide both professors and students new ways to have fun.
- 3) Vlogs give students the opportunity to learn straight from the expert without leaving the classroom.
- 4) Allowing students to watch their teachers or someone else demonstrate the subject through a vlog aids in their understanding of the material. Students can view and listen to the video as many times as they like when an idea is demonstrated in a vlog.

While the disadvantages of the use of vlog are among others:<sup>14</sup>

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<sup>13</sup> Reka Darmawan, "The Development of Vlogging as Learning Media to Improve Students' Learning Enthusiasm in Class XII on MYOB Manufacture (Debt Card) Material SMK N 2 Purworejo Academic Year 2015/2016)" (Thesis, Universitas Negeri Yogyakarta, 2016), 22.

- 1) Attendance will be limited by small screen monitors until the network changes the video projection system.
- 2) Video equipment should be easily accessible at the location where it is used. The nature of communication is one-way and needs to be balanced by the other's search feedback.

### 3. Speaking

#### a. Definition of speaking

One of the critical abilities that students everywhere in the globe should be able to grasp is speaking. They are able to demonstrate their proficiency in English by having this skill. For instance, through oral speaking, students can impart their knowledge, values, and attitudes to others. Jenny Elvinna Manurung assumes that speaking is one of the essential topics that students in the English Study Program should learn and understand in order to be able to interact verbally with people.<sup>15</sup> Additionally, English study program students should be proficient speakers in order to impart knowledge and information to their peers. If a second language or foreign language learner can effectively communicate in the target language, they are regarded as successful.

Izarotussariroh states that speaking is a productive talent that can be immediately and scientifically examined. The most crucial skill in learning a second or foreign language is speaking, and proficiency is determined by one's capacity to have a conversation in that language.<sup>16</sup> Learners must also be familiar with how native speakers interact with one another in an organized setting. To put it another way, the student needs to speak the target language appropriately and fluently.

According to Yunita, speech is an interactive activity that involves the creation, reception, and processing of information.<sup>17</sup> Speaking demands that the students not only be able to generate certain elements of language, such as syntax, pronunciation, and vocabulary, but also be able to comprehend how to produce language in general.

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<sup>14</sup> Iif Latifah Amir, "The Effectiveness of Video Blog", 34.

<sup>15</sup> Jenny Elvinna Manurung, "Using Think-Pair-Share to Improve Speaking Achievement of The Second Semester English Study Program of Tridinanti University Palembang" *English Community Journal* 1, no. 2 (2017): 86.

<sup>16</sup> Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 44.

<sup>17</sup> Lia Selfia Yunita, "The Effectiveness of Using Video Youtube", 9.

Hidayati reveals that speaking is the act of interacting with others through word, body language, gesture, eye contact, and other means of message delivery. What she draws attention to provides the necessary backing to ensure that speaking involves more than just sounds. It is the signal's relevant sound.<sup>18</sup> Additionally, the meaning of interaction depends on how you communicate, including your body language, gestures, and other non-verbal cues.

Basically, the core of speaking is communicating. In communication, speaking encompasses some supporting aspects so that the meaning of communication can be well accepted. In essence, as mentioned by some experts, defining the speaking has not been dealt with. On the contrary, framework referring to the points of view of some experts, speaking is the process of idea production into oral form to be implemented as a verbal communication media which follow the grammatical rule, dictions, vocabulary, pronunciation, even gesture based on the demanding circumstance. The foreign language learners are supposed to acquire speaking as a skill so that what they say is acceptable and comprehensive. So, maximizing the speaking outline, the language can touch the highest function which is interacting and sharing meaning.

#### **b. Elements of Speaking**

Students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, the Students have to know some important elements. The elements are what aspect influencing how well people speak English. According to Muhsin, there are five elements of speaking; they are vocabulary, grammar, pronunciation, comprehension, and fluency. The explanation of those categories are given below:<sup>19</sup>

##### 1) Vocabulary

Vocabulary is the lexical item in the language. It stands on its own meaning, and it can show more meaning as it combines with another vocabulary. Teaching vocabulary is commonly targeted at beginner language

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<sup>18</sup> Nining Hidayati, "Using Role Play to Improve Students' Speaking Ability (A Classroom Action Research With Eighth Grade Students of MTs.NU 05Sunan Katong Kaliwungu in the Academic Year of 2014/2015)" (Thesis, UIN Walisongo Semarang, 2015), 7.

<sup>19</sup> Muhammad Muhsin, "The Use of Video Blogging as Media to Improve Students' Speaking Skills", 31.

students. However, the most important thing about the language is the orientation of the word in it. It is the reason why the teachers direct the students to have more vocabulary, so they can expand the idea into complex exposure. Some language researcher emphasizes the fact that people will say nothing without vocabulary.

2) Grammar

Grammar is the unit that deals with how the word is arranged. Every language has its own grammatical rules. English could be different from Indonesia in some grammatical aspects. English grammar puts the adjective before the noun to make a noun phrase. On the contrary, Indonesian grammar takes it behind nouns. Further, the plural in English requires the addition /-s/, /-es/, and even irregular forms. Indonesian grammar sets the role to repeat the word to show plurality. The last clear distinction in how each language sets its own rule is when the English grammar recognizes the gender pronoun, Indonesian grammar ignores it. It is clear to understand the grammar in oral production skills to have more comprehension of language.

3) Pronunciation

Pronunciation places more emphasis on how sounds are heard by the hearer than articulation, which deals with the actual creation of speech sounds in the mouth. The phrase "Maria chops an apple with a knife" serves as an illustration of pronunciation. When listeners comprehend that the letter -k in knife is not pronounced, the work is of pronunciation. We refer to it as pronunciation.

4) Comprehension

Identification of the intended meaning of a written or spoken message is referred to as comprehension. It emphasizes the significance of communication, which includes the speakers' and listeners' goals, context, and prior knowledge.

5) Fluency

The ability for speech to seem normal and natural is known as fluency. It involves intonation, rhythm, pauses, stress, interjections, and interruptions. The term "fluency" is defined by Muhsin as the quality of speech that includes the following elements: the capacity for producing the

written or spoken language with ease, the capacity for speaking with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the capacity for effectively conveying ideas, and the capacity for producing continuous speech without impairing comprehension or breaking down communication.

### c. Types of Speaking

There are many demands placed on students throughout various speaking activities, such as talks, group discussions, and speeches. Different types and levels of preparation and assistance are needed for them, and different standards must be used to judge how successfully pupils complete them. It's critical for the teacher to understand what the students will be doing in a speaking class before beginning to teach speaking. The types of oral production that students are encouraged to engage in can be divided into six categories: extensive, imitative, intensive, responsive, transactional, and interpersonal. The explanation of those categories is given below:<sup>20</sup>

#### 1) Imitative

The ability to mimic includes the capacity to work on intonation and narrow in on a few specific linguistic constructions. That merely constitutes word, phrase, or sentence imitation. Concentrating on pronunciation is crucial. Drilling is a teaching method that the teacher employs. It's because drilling gives kids a chance to listen to and copy some of the teacher's remarks.

#### 2) Intensive

Any speaking performance intended to practice a specific phonological or grammatical component of language is considered intensive speaking. Speaking extensively can be a solo or group project.

#### 3) Responsive

Interaction and test comprehension are included in responsive performance, but only to a degree that is confined to extremely brief conversations, the usual small-talk and greetings, requests, and comments. This is a brief response that offers instructions and suggestions in

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<sup>20</sup> Arum Mustikawati, "The Effectiveness of Using Video Teaching Speaking for Eight Grade Students if SMP N 1 Manisrenggo"(Thesis, Universitas Negeri Yogyakarta, 2013), 16.

response to a question or comment posed by the teacher or a student.

4) Transactional (dialogue)

It is done to exchange or convey precise information. It's a more developed version of responsive language.

5) Interpersonal (dialogue)

It is carried out more to maintain and sustain social relationships than for transmission and information.

6) Extensive (monologue)

A monologue can be an oral report, a summary, or even a few brief talks. When evaluating speaking, there are a few things to keep in mind. The pupils must be familiar with the pronunciation, vocabulary, and linguistic techniques they will employ. The language can be used correctly once the pupils are prepared for the task.

These speaking demonstrations aid teachers in making decisions regarding what to do in the speaking classroom. These categories also assist teachers in determining the speaking abilities of their pupils so that they may provide the proper materials for each level. They can be utilized by the teacher when creating speaking assessment activities. One of the aforementioned categories may also be considered for assessment by the teachers.

**d. The Problem of Speaking**

The challenges the teacher encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interference of the mother tongue. According to Izarotussariroh, there are some problems in teaching speaking:<sup>21</sup>

1) Inhibition

Speaking demands some level of audience exposure in real time, unlike reading, writing, and listening. Students are frequently uncomfortable or self-conscious when speaking in a foreign language in class because they are anxious about making mistakes, embarrassed by their blunders, afraid of losing face, or both.

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<sup>21</sup> Izarotussariroh, "The Implementation of Vlog in Teaching English Speaking", 14.

## 2) Nothing to say

Even if they are not constrained, you frequently hear students complain that they cannot come up with anything to say and that their only motivation for speaking up is the sense of obligation.

## 3) Low or uneven participation

Each participant will have very little speaking time in a large group because only one speaker can speak at a time and must be heard. The fact that some students have a propensity for dominance while others talk infrequently or not at all exacerbates this issue.

## 4) Mother tongue use

Because it is simpler, speaking to someone in a foreign language feels awkward, and speaking their mother tongue makes them feel less exposed, students who share the same mother tongue in a class may be more likely to utilize it. It can be challenging to get some classes, especially the less motivated or disciplined ones, to stick to the target language while they are speaking in small groups.

**e. Strategies of Teaching Speaking**

## 1) Teacher's Role

In the teaching-learning process, a teacher plays a crucial role. The teacher's chosen approach may also have an impact on the teacher's role in the context of classroom teaching and learning. The way a teacher teaches English in the classroom reflects his belief in the roles system. Izarotussariroh states that teachers may select such roles for themselves as:<sup>22</sup>

## a) Controller

In contrast to a situation where students are working independently or in a group, the instructor serves as a controller; they are in charge of the class and the activity going place.

## b) Organizer

The task of assigning students to different activities falls to the teacher. The pupils are frequently informed, instructed on how to complete the task,

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<sup>22</sup> Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 39.

divided into pairs or groups, and then the activity is closed off when it is time to cease.

c) Assessor

The teachers explain to the students what they are being tested on and when they need to know it. Teachers should explain what success looks like and what we are looking for so that students may compare themselves to it.

d) Prompter

When students are engaged in a role-playing game, for example, the teachers act as prompters in case the students forget the plot or run out of words. Even if they do not lose the plot, however, they may be unable to move the conversation along effectively due to a lack of vocabulary.

e) Participant

The teacher participates in debates, role plays, and group decision-making exercises with the students rather than just instructing them. Teachers take a back seat during the exercise, allowing the students complete it on their own, and only interjecting later to provide comments or fix errors.

f) Resource

Teachers taking apart or trying to control students, or simply showing up to prompt them, may be completely undesired when they are engaged in group writing or when they are preparing for the presentation they will give the class.

g) Tutor

Teachers can serve as a tutor when students are working on longer assignments, like essays or speeches or preparations for a talk or a debate, by working with individuals or small groups and pointing them in directions they haven't yet considered.

h) Observer

When taking notes on students' performance, teachers act as observers of what students do, especially during oral communicative tasks.

2) Students Roles

The roles of the learners relate to methods of learning, attitudes toward learning, preferred learning activities, patterns of learner-to-learner interaction, patterns

of learner-to-teacher interaction, the level of control that learners exercise over their own learning, and how learners define effective teaching and learning. The teaching-learning process heavily involves the students. Izatussariroh defines learner roles in the following terms:<sup>23</sup>

- a) Learners plan their learning program, and this ultimately assumes responsibility for what they do in the classroom.
- b) Learners monitor and evaluate their progress.
- c) Learners are members of the group and learn by interacting with others.
- d) Learner tutors other learners.
- e) Learners learn from the teacher, from other students, and from other sources.

3) Purpose

This is the basis that is made for choosing the strategy, material, media, and evaluation.

4) The Source of Material

The teaching-learning process's component's content serves as the material's source. Materials are employed to aid in teaching and learning. The purpose of the content is to facilitate learning and teaching, so it should be created with the participants and the process in mind. The instructor must use creativity to select the materials that are best for their kids since they must be varied and handled based on the needs of the students.

5) Method

A method is a strategy utilized to achieve the predetermined goal of the study. Method usage is modified based on the class condition. The state of the students, the teacher, and the subject matter are some factors to take into account while picking an appropriate technique.<sup>24</sup>

a) Technique in Teaching Speaking English

As is well known, the researcher's approach in the classroom determines how effectively speaking is taught. The pupils' ability to communicate more

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<sup>23</sup> Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 43.

<sup>24</sup> Izatussariroh, "The Implementation of Vlog in Teaching English Speaking", 44.

effectively can be easily improved if the teacher employs an effective teaching method. There are thirteen ways that the teacher can use in the classroom to encourage the development of teaching speaking to the students, as Kayi infers from various linguistics in her article in a Teaching English as a Second Language (TESL) magazine; they are:<sup>25</sup>

1. Discussion

After a content-based lesson, discussion can be held for various reasons. The student may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion activity set by the researcher. In this way, the discussion points are relevant to this purpose so that the students do not spend their chatting with each other about an irrelevant thing.

2. Role Play

Role play is one other way that can make the students speak up. Students pretend they are in various social contexts and have a variety of social roles. The teacher gives information to the students, such as who they are and what they think and feel.

3. Simulation

Simulations are very similar to roleplays, but what makes simulations different from role plays is that they are more elaborate. In a simulation, students can bring items to the class to create a realistic environment.

4. Information Gap

In the information gap activity, the students are supposed to work in pairs. One student will have the information that the other partner does not have, and the partners will share their information.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and

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<sup>25</sup> Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language Classroom activities in teaching speaking English," *The Internet TESL Journal* (2006): 2, <http://unr.edu/homepage/hayriyek>.

learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so the students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting an interview with people gives students a chance to practice their speaking ability not only in the class but also outside and help them become socialized.

8. Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine, and in class, they report to their friends what they find the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Card

In this game, students should form groups of four. Each suit will represent a topic; for example, a diamond represents earning money, and hearing

represent love and relationships. Each student in a group will choose a card. Then, each student will write 4-5 questions about the topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes or no questions because by saying yes or no, students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they can reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. The rubric can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. For this activity, students can form groups and each group is given different picture. Students discuss the picture with their groups, and then each group describes the picture to the entire class. This activity fosters the creativity and imagination of the students as well as their public speaking skills.

13. Find The Difference.

Students can work in pairs on this task, and each pair is given two distinct photographs, such as one of football-playing boys and another of tennis-playing girls. Students in pairs talk about the picture's similarities and differences.

In conclusion, there are thirteen approaches that the teacher can use in the classroom, including brainstorming, storytelling, interviewing, narrative completion, reporting, playing cards, picture narrating, image describing, and locate the difference. The teacher can use those methods when instructing students on speaking processes.

## b) Classroom Activities in Teaching Speaking English

Izatussariroh states that there are many classroom speaking activities that are currently in use in the communicative language.<sup>26</sup>

### 1. Role Play

In the communicative approach, role-playing is crucial because it gives students the chance to practice speaking in many social circumstances and roles. The classroom can be endlessly expanded by teachers via role acting, which also gives the language being used a realistic context. To get ready for creative role playing, it is necessary to set up a dramatic scene in the classroom, either entirely through acting or talking, or partially through re-labeling furniture and other people. The role play can be delivered in a short amount of time and should have at least a few advanced vocabulary words.

### 2. Games

A game is one of activities which can help to create dynamic, motivating classes. It can be used when the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. The advantages by using this the method is students can get the joy, show the real character of students, more active and provide good interaction between teacher and students. Using games also brings some disadvantages such as the class will be noisy and disturbing another class, as well as wasting the time to have preparation.

### 3. problem-solving

Materials which focus on problem-solving offer further opportunities for students to work in pairs or small groups, to share information and opinion on the topic, which are meaningful to them. While Izatussariroh suggests that students are given problems which require going out into the community or on campus to interview people who

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<sup>26</sup> Izatussariroh, "The Implementation of Vlog in Traching English Speaking", 49.

can supply information about the problem. Classroom activities include the preparation of informal scripts to be used as guides during the interview. After the students have completed their research, they present their findings to the class by reenacting the interview and then answering questions from the group in the guise of the persons whom they interviewed.

4. Discussion

The size of the group discussion might range from three to five students. Fluency improvement is the primary goal of group discussions, and it is usually better to let grammar act as a backdrop for communication that comes naturally. However, a real story from a newspaper, journal, or the sale brochure of a car movie, word population, or birth rate numbers might be presented to the more advanced students. A group discussion's final presentation is distributed among the participants. These benefits are transferable and more important to use in practice.

5. Evaluation

Understanding the study's purpose is one of the functions of the evaluation component.

**f. Characteristics of Success Speaking Activity**

Hadriana states that Although it can be done easily, spoken language can also be challenging in certain situations. In order to that they can carry out successful speaking, they have to fulfill some characteristics of successful speaking activity such as:<sup>27</sup>

1) Learners take a lot

Learner discussion takes up as much of the activity's given time as possible. Although it may seem obvious, instructor discussion and pauses frequently take up the majority of the time.

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<sup>27</sup> Hadriana, "Improving Students' Speaking Skill Trough communicative Activitiesin Small GroupDiscussions at The Third Semester Class A of The English Study Program of FKIP UNRI," *Journal of English and Education*2, no. 2 (2008): 38.

- 2) Involvement is even  
In class discussions, each student has an equal opportunity to speak and contribute.
- 3) Motivation is high  
Learners are eager to speak if they are interested in the topic to have something new to say about it because they want to contribute to achieving a task objective.
- 4) Language is of an acceptable level  
Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

## B. Theoretical Framework

A conceptual framework is the flow of thinking used in this study, which is described thoroughly and systematically after obtaining theories that support this research. To direct the research to fit the problems and goals set, it is necessary to develop a framework for conducting research as follows.

Speaking is one of the four skills that should be taught when teaching and studying English. Because pronunciation, grammar, vocabulary, fluency, and comprehension all to be acquired, teaching speaking to pupils can be challenging.<sup>28</sup> The researcher employs YouTube vlogs as media to produce engaging and delightful teaching-learning in order to accomplish those goals.

One educational institution that uses YouTube vlogas media to improve speaking skills is IAIN Kudus. The use of YouTube vlog is expected to stimulate and motivate them to speak. It is believed that the use of youtube Vlog will give a positive contribution to their speaking skill. That is why the researcher chooses YouTube vlog as an effective medium to help students improve their speaking skills. Here is the conceptual framework chart.

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<sup>28</sup> Muhammad Muhsin, "The Use of Video Blogging as Media to Improve Students' Speaking Skills", 31.

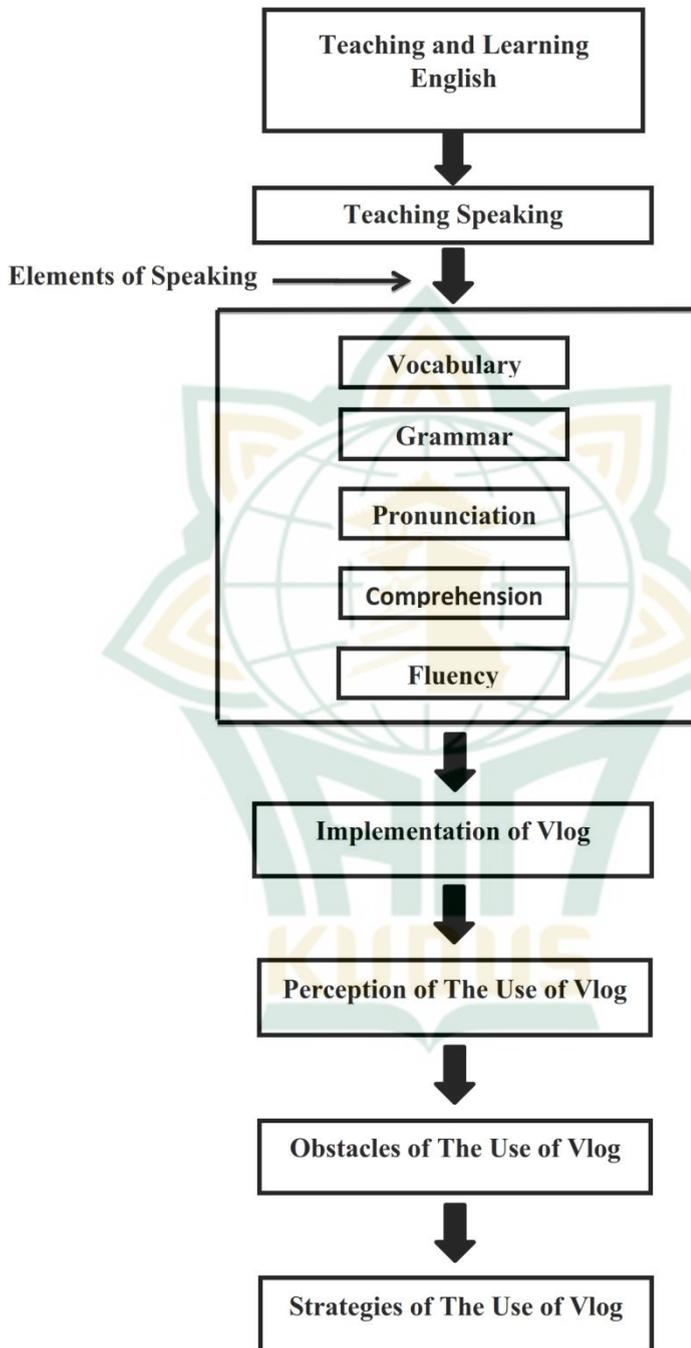


Figure 1. Conceptual Framework

### C. Review of Previous Study

There has been some previous study which use Vlog to improve speaking skill conducted by some researchers. To validate this research, the researcher explains the differences between this study and the previous studies.

The first previous study is conducted by Nailissa'adah Safitri and I'anatul Khoiriyah (2017) from Universitas Islam Indonesia Yogyakarta. "Students' Perceptions on the Use of English Vlog to Enhance Speaking Skill" is the topic of the study. The goal of this study is to understand how students perceive using English Vlog to improve speaking ability and to investigate how students utilize English Vlog to do so. The research technique focused on how students perceived using English Vlogs and how they used them, with data from student interviews, observations, and documentation. The outcome demonstrates that students believe using English Vlog to improve speaking abilities through various ways is a good idea. Furthermore, students have good English skills by using English Vlog as media to learn English.

The difference between the previous study and this study is the previous study focuses on the perceptions of the use of English Vlog to enhance students' speaking skill while this research focus on the perceptions, obstacles, and strategies of YouTube vlog to improve students' speaking skill. The similarity of the previous study with this study is both of them use qualitative methods.

The second prior study was carried out by Izzah Maulidah (2017) of Gresik's Muhammadiyah University. The study, "Vlog: The Mean to Improve Students' Speaking Ability," is carried out by the researcher. The three terms vlog and its instruments, vlogging stages, and the significance of vlog to enhance students' speaking abilities are the focus of the research. The studies' conclusions show that using Vlog greatly enhances pupils' speaking skills. A practical concept like the methods used in vlogs or the techniques used can be interesting for the students, and content analysis on vlog project results in terms of the language used by the students, where errors or patterns may be found, is also brilliant. These factors can encourage students by providing a fun and accessible learning process.

The difference between the previous study and this study is the previous study focuses on the tool of vlog, blogging stages, and the significance of vlog to improve students' speaking skills while this research focus on the perception, obstacle, and strategy of using vlog to improve speaking skills. The similarity of the previous study

with this study is both of them use qualitative methods and Learning media by using Vlog.

The third previous study is done by Lisa Rakhmanina and Dian Kusumaningrum (2017) from Hazairin University of Bengkulu. The researcher conducts the study entitled "The Effectiveness of Video Blogging in Teaching Speaking Viewed from Students' Learning Motivation". The purpose of the study is to distinguish between expository and video blogging methodologies for teaching speaking, as well as between students who are highly and poorly motivated to talk in class and the relationship between these two factors. A speaking exam and a motivational speaking questionnaire are the tools used to get the data. The analysis of the data shows that teaching speaking through video blogging is more successful than expository methods, that students who are highly motivated to learn have better speaking skills than those who are not, and that there is a relationship between teaching methods and motivation for speaking instruction.

The difference between the previous study and this study is the previous study uses the quantitative method while this study uses the qualitative method. The similarity of the previous study with this study is both of them use vlog to improve speaking as learning media.

Lia Selfia Yunita from IAIN Tulungagung conducted the third preceding study. The study is titled "The Effectiveness of Using Video YouTube Toward Students' Speaking Ability at The Second Grade of MTs PSM Mirigambar, Tulungagung" and is being conducted by the researcher. The study's objectives are to: 1) determine the students' speaking proficiency before instruction utilizing YouTube videos; and 2) Using YouTube videos, determine the student's speaking grade following instruction. 3) Use YouTube videos to compare test scores before and after instruction to find any noteworthy differences. 1) Pre-experimental design with a quantitative approach is the research method. 2) All MTs PSM Mirigambar Tulungagung students make up the study's population. 3) There are 16 pupils in the sample class. 4) The research tools are put to the test (pre-test and post-test). 5) The T-Test is used in research data analysis. The research finding in this study is that since the mean score of 16 students is 58.4375, it is sufficient to talk before being taught utilizing a YouTube video. The average speaking ability score following treatment is 67.8125. With the use of the researcher's t-test analysis and the criteria for what constitutes a good score for the pupils,, the result of t Count is by comparing the t Table that she has

got in spss 16.0, T Count 6.895 and value of t Table on the score table  $t_{0,01} 1.753$ , it's mean that t Count is much bigger than t Table ( $t \text{ Count} > t \text{ Table}$ ) = ( $6.895 > 1.753$ ).

The difference between the previous study and this study is the previous study uses the quantitative method while this study uses the qualitative method. The similarity of the previous study with this study is both of them use vlog as media in the learning process.

The fifth previous study is done by Iif Latifah Amir from UIN Walisongo Semarang. The researcher conducts the research entitled "The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text (A study at the Eleventh Grade of MA Asshiddiqiyah 3 Karawang in the Academic Year 2018/2019)". The major goal of this study is to clarify why using video blogs (vlogs) to teach speaking explanatory text is successful. The research strategy incorporates experimental study, and the researcher takes a quantitative technique. The experimental class, XI 3, which uses a video blog (vlog), and the control class, XI 2, which does not, make up the sample for this study (vlog). The data collection yields the results that  $t \text{ count} = 4.63$  and  $t \text{ table} = 2.02$ , respectively.  $t \text{ count} > t \text{ table}$  ( $4.63 > 2.02$ ) was demonstrated.  $H_0$  is thus turned down whereas  $H_a$  is approved. It implies that there is a noticeable difference in the way students communicate between those who are taught via vlogs and those who are not. The effectiveness of using vlogs to teach speaking can be inferred from the data of the study.

The difference between the previous study and this study is the previous study uses quantitative method while this study uses qualitative method, the previous study focuses on the effectiveness of using vlog in teaching speaking and this study focus on the perception, obstacle, and strategy of using vlog to improve speaking skills. The similarity of the previous research with this research is both of the use vlog as media in the learning process.

The sixth previous study is done by Isnainah from Universitas Islam Syekh Yusuf Tangerang. The researcher conducts the study entitled "Utilizing YouTube As Media to Increase Students' Speaking English Skill At The First Semester Students of English Education Universitas Islam Syekh Yusuf". The purpose of this study is to determine how YouTube helps students improve their English-speaking abilities. This study uses a one-group pretest/posttest design. The population of this study is all of the 84 students who can be accessed during the first semester of English classes in the academic year 2019–2020; the sample size for this study was 30

students. Purposive sampling was used since the sample was chosen by the researcher based on competence and suitability for the research. The information gathered for this study is quantitative. The data is gathered by the researcher via a test. The researcher next performed the normality and homogeneity test to determine whether or not the distribution was normal and homogenous. According to the test normalcy results, the pretest's significant value is 0.047, whereas the post-significance test's value is 0.000. The fact that the significant value of the post-test 0.000 is less than 0.05 indicates that the data do not follow a normal distribution. The homogeneity result indicated that the significant score is 0.026. based on a significant result below 0.05 for the testing requirements. It indicates that the data are not from the same variation group. As a result, the researcher applies the Mann Whitney test, a non-parametric test, to assess the data hypothesis. The test's outcome revealed that a significance score of 0.000 is less significant than a probability score of 0.05. It is determined that this is true. In other words, there is a significant positive effect of using YouTube as media to improve students' speaking skills.

The difference between the previous study and this study is the previous study uses the quantitative method while this study uses the qualitative method. The similarity of the previous study with this study is both of them are using YouTube and Vlog as media in the learning process and the subject of the research is students of the university.

The Seventh previous study is done by Annisa Wahyuningtiyas from UIN Sunan Ampel Surabaya. The researcher conducted the study entitled "The Use of Vlog in English Class: A Case Study at MTs Al Fatich Tambak Osowilangon Surabaya". Investigating the instructors' use of vlogs in the learning process at MTs. Additionally, the researcher is interested in the challenges of using vlogs as teaching and learning tools and how students react when teachers utilize them. To get the result, the researcher used descriptive qualitative methods. A combination of observation and interviews are used to gather the data. This study also highlights the challenges that teachers and students encounter when responding. The results demonstrate that the instructor employs task-based learning for all IX classes (A,B,C,D). Introduction, task, process, evaluation, and conclusion are included. The school's physical infrastructure, upkeep and repair, monitoring student responses, and comprehending the teacher's usage of the choral responding method are the challenges.

The difference between the previous study and this study is the previous study focuses on how the teacher uses vlog as media in the teaching and learning process while this study focuses on the perception, obstacle, and strategy of using vlog to improve speaking skills. The similarity of the previous study with this study is both of them use qualitative methods and Learning media by using Vlog.

