Chapter 1

Introduction

Background of the Study

Education providers have recognized that public speaking studies and practices have become a critical part to helping students find their voices (Turner, Osborn, Osborn, & Osborn, 2018). Skills in public speaking will give an unquestionable edge. Presently, like never before, public speaking has turned out to be both a crucial fundamental ability and a strong weapon in vocation advancement (O'Hair, Rubenstein, & Stewart, 2016). Lucas (2009) found that public speaking also takes an important part in education and civic life. Furthermore**,** it is expected that public speaking will give students advantages related to empowerment and employment (Beebe & Beebe, 2016).

In some aspects, public speaking is similar to conversation. Both public speaking and conversation employ the same skills, such as organizing thoughts logically, tailoring the message, telling a story, and adapting to listener feedback. However, Lucas (2009) argued that public speaking is more complex than a daily conversation because it is more highly structured, needs more formal language, and requires a different method of delivery. Those three major differences require both teachers and students to adapt and think more critically. Furthermore, the differences often make teachers and students meet difficulties in the public speaking teaching and learning process.

There are some common problems faced in public speaking. For instance, Jaffe (2016) mentions that public speaking strikes fear into many, even most hearts. It is then common with public speaking anxiety (PSA). Public speaking makes most people nervous. Beebe & Beebe (2016) stated that nervousness is caused by the concern about not being prepared. Furthermore, being prepared means researching topics and practicing the speech for several times before delivering them (Beebe & Beebe, 2015).

Practice is considered to be one of the keys to public speaking success. Fraleigh, Tuman, & Arkle (2017) said that practice could make one feel more comfortable when presenting, and it could make speakers speak fluently as needed. Beebe & Beebe (2016) illustrated that being speakers is like carpenters, they need to measure twice before cutting once. It means that more practice the better performance will be.

Since English is regarded as a foreign language in Indonesia, the opportunity to practice speaking is very limited. Thus, Indonesian students often find common problems faced when they have English language subject including public speaking. One of the serious problems faced is anxiety (Anandari, 2015). To solve this problem, teachers need to encourage their students to practice more especially out of the classrooms since they need more time to practice which cannot be provided in the classroom. Thus, in this research, the researcher would like to formulate a problem solving by trying to encourage students to practice speaking with technology aids.

Bahadorfar & Omidvar (2014) found that technology has become a real necessity in developing learners' speaking skills. However, people may define technologies in different ways. For instance, Millrood (2015) stated that technology is the means to run technique smoothly. Furthermore, he said that technology cannot be separated from technique. İŞMAN (2012) defines technology as a practical application of knowledge or manner of accomplishing a task. Finally, it can be considered that technology is a medium of students to develop their skills.

However, research found that the use of technology itself does not always help students in learning when they do not have self-regulation. Yot-Domínguez & Marcelo (2017) found that students who were limited in coorperating the technologies with their self-regulation of learning tend to fail to achieve the learning goals. Ahmadi (2018) proposed that the independent use of technologies gives learners' motivation. Kirkwood & Price (2014)

stated that technology- enhanced teaching environment is more effective than lecture-based class. It makes much sense that the use of technology is more effective. It can be seen, nowadays students seem to be happier to stay with their gadgets than with the teachers. Thus, teachers should find an appropriate method to implement technology as a means for their learners to develop their learning process using their own self-regulation. In line with that, the researcher proposes the use of technology to promote self-regulation in public speaking.

The use of technology aids, especially the use of social media, are often found in the teaching and learning process. One of the famous social media employed is *YouTube*. *YouTube* is a platform which provides interesting menus for its users. It was also found that *YouTube* is a platform which provides the variety of learning sources that could be beneficial for enhancing the learners' language learning (Albantani & Madkur, 2017). Additionally, in *YouTube* platform*,* users will not only become passive users but they also can become the active ones. For instance, *YouTube* provides *uploads* menu which allows users to participate to share their videos. This can make users, especially students to be more enthusiastic in learning process. Thus, *YouTube,* as a part of technology, can become one of alternative means that help students in developing their skills in speaking, especially in public speaking.

Furthermore, related to the problems of the students as already discussed above about the limited time to practice in the classroom, technology aids in practicing speaking, and the self-regulation, it becomes more interesting to find more about a right medium, as a part of technology, to promote self-regulation in public speaking. Thus, *YouTube* is a platform which can provide a large space for students to practice. Additionally, *YouTube* seemed to be the right platform that could motivate students to regulate themselves. Finally, to investigate the role of *YouTube* in promoting self-regulation of students in public speaking became the focus of this study.

The Research Questions

This study addresses the following questions:

- What self-regulation improvement has *YouTube* vlogging made on students in a public speaking class?

- How can *YouTube* vlogging promote self-regulation in public speaking?

The Purpose of the Study

The major aim of this study is to investigate the role of *YouTube* videoblogging in promoting self-regulation in public speaking. This study, therefore, aims to identify the implementation of *YouTube* videoblogging and how teachers and students can use it to promote students' self-regulation in public speaking.

Significance of the Study

The significance of the study is to gain an understanding that students are motivated to learn out of the classroom through their own control. With the help of *YouTube* students can find a large audience to practice their speaking. It will also help students set their learning process and goals through their own control which is then called learners' self-regulation.

Scope and Limitation

Like any other academic studies, this study contains some limitations. The questionnaire will only be distributed to some participants only (seventeen students of Semester Eight). The result of this study cannot be generalized for the wider student population. Furthermore, this study deals specifically with the students in *English for Public Speaking* class. Additionally, the investigation was only on the improvement of students' self-regulation.

Theoretical Framework

Public speaking is strongly linked to student success in life; this is because public speaking requires students to think more critically. However, students will experience more anxiety when they have less practice (Coopman & Lull, 2012)**.** Furthermore, students tend to develop their practice when they have set their goals. Students need to always monitor, regulate and control their cognition. It can be done when the students have self-regulation (Boekaerts, 2008). Yot-Domínguez and Marcelo (2017) found that university teachers must support self-regulation of learning and students should be given the opportunity to discover usefulness of digital technologies and let them apply it in their learning process. One of the digital technologies most used in public speaking is *YouTube* (Purnell, 2016). Students can increase their self-regulation of learning, from the teacher, that they are learning English for public speaking in their own monitoring, controlling, and reflecting with the help of *YouTube* vlogging.

Definition of Key Terms

Self-regulation. Dornyei (2005) stated that self-regulation refers to the degree to which learners become active participants and are proactive in their pursuit of language learning. For the purpose of this research, self-regulation is defined as is the awareness and control one has over one's own cognition, involving planning, monitoring, controlling and changing, and reflecting.

Videoblogging. To get to videoblogging, it is necessary to comprehend the meaning of bloggers. Bloggers are individuals who use web logs, which are like online journals. People began blogging in the late 1990s. A blog empowers an individual to distribute musings, thoughts, and feelings rapidly and effectively. As time passed, bloggers posted photographs and sound documents or even video files to their sites (Dedman & Paul, 2006).

For the purpose of this research, videoblogging is defined as a blog that contains video contents.

Public speaking. Public speaking is an introduction that is given live before a group of people. Public speeches can cover a wide range of points. The objective of the speech might be to instruct, engage, or impact the audience members (Spencer, 2018). For the purpose of this research, public speaking means the act of students to present an idea in front of the classroom.

Thesis Organization

This thesis is divided into five chapters. The first chapter concerns with the Introduction of the study which consists of the background of the study, the research questions, the purpose of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms, and thesis organization.

Furthermore, the second chapter is a review of related literature. It deals with the relevant theories and previous studies related to self-efficacy which discuss the source of self-efficacy, self-efficacy and speaking, self-efficacy and self-regulation, assessing self-efficacy in speaking followed by the discussion on self-regulation which discusses more on self-regulation processes, self-regulation in speaking, developing self-regulative speakers, measuring self-regulation in speaking. Additionally, the final part of Chapter Two is on the use of *YouTube* for teaching speaking.

The third chapter presents the design of the field work. It talks about research design, subject/ participants, source of data, data, and unit of analysis, instruments, data collection, data analysis and triangulation by the researcher.

The fourth chapter summarizes the data collected and presents its analysis. It includes the explanation of the result of collected data taken from the Pre and Post-Survey, Students' journals given in Cycle 1 and 2, and the Interview.

The fifth chapter is the last chapter of this research. It includes the overview of the research which consists of the conclusion and suggestions derived from the results of the research.