

CHAPTER I

Introduction

1.1 Background of the Study

Nowadays, computer technology has become increasingly sophisticated as can be seen in the diverse communication system that we use to interact. As an emerging form of information and communications technology, the use of the Internet (particularly the rise social media and the development of Web 2.0) has proliferated. This current trend gives a chance for teachers to explore new learning experiences, especially in the teaching of English. Vlog, one of these new experiences is now extremely popular worldwide and students find the expression and content of the video in vlogs more interesting and natural than written blog (Safitri & Khorriyah 2017.) Vlogs are highly popular among students' and it is beneficial to be given as a learning technique to develop their speaking skill. The researchers interested to do a survey by investigating the students' perception in using vlogs as a learning technique. The researchers, therefore interested in further exploring how this development of communication medium can be used to improve foreign language proficiency, specifically in terms of speaking skills. Lestari (2018) argues that good speaking skills are necessary for students to be able to connect with other individuals and express themselves properly in the globalized society using the abundant channels of communication available in today's modern, connected society.

The term "vlog" is the combination of the word "video" and "blog". A vlog is a short video that is recorded by a video camera, a digital camera or laptop (Christensson, P. 2011). The video is uploaded onto social media or video-hosting sites, such as YouTube, where viewers can give comments. Vlogs cover a vast array of topics, ranging from storytelling to complex political arguments. University students commonly have their own vlog sites, and they also bookmark their favorite vlog sites accounts for repeated access. This means that students are already using vlogs for both language 'input' by watching and listening to the latest uploads from

their subscribed uploaders, and ‘output’ through producing their own video material. Because vlogs are a highly popular among students, it seems both logical and worthwhile to explore the real possibilities of improving speaking through the use of vlogs.

In the English Department, students are required to create vlogs as their speaking assignments. In every meeting the students are required to create a vlog on a given topic from the book. The assignment is given as their home assignment. The purpose of this research is, therefore, to investigate university students’ perceptions on the use of video blogs or vlogs in practicing speaking a foreign language, namely English, in order to ascertain the effectiveness of this medium for language development.

1.2 Objective of the Study

The study intends to assess the usefulness of video blogs as a means of developing language speaking skills through eliciting feedback from University students’ experience – both benefits and challenges – in using the medium.

1.3 Research Question

The writer’s intention is to collect primary data of students’ perceptions of the challenges in using vlogs as a media to learn English and the benefits of using vlogs as a learning technique of a speaking course. Specifically, this study aims to answer the following research question:

1. Major Problem:

What are the students’ perceptions of creating vlogs to practice speaking?

1.4 Scope and Limitation

The study focuses on the use of vlogs to improve the speaking skills of second semester students of the English Department, Widya Mandala Catholic University Surabaya. The researcher limits the study only to the perceptions of students enrolled in Speaking A course in the Even Semester of academic year 2018/2019.

1.5 Theoretical Framework

The theories that ground this study are the concepts of video blogging and the speaking skill. Video blogging is a new way of using social media and technology in improving the speaking ability. According to Kirschner (2012), vlog is a form of blogging which the main medium is video, short for video blogging. Video blogging can help learners express themselves and improve their pronunciation, regardless of their motivation levels. To produce a video blog, learners only need access to simple recording technology and social media accounts, such as, YouTube. Video blogging can be both challenging and fun. What makes video blogging challenging is that learners have the chance to develop their pronunciation and their fluency in their speaking abilities. In terms of interaction, video blogs encourage users to give feedback to one another. In this case, learners who post their vlogs are determined to represent their literacy skills and common practices. Ideally this type of online speaking and script-writing can help to promote their expression of viewpoints, foster discussion of some issues and push them to have critical thinking (Goldwin-Jones, 2006).

Speaking is one of the four basic skills, i.e. writing, listening, speaking, and reading, in language acquisition. According to Brown (1994) and Burns and Joyce (1997), speaking is the process of expressing new ideas or information by producing, accepting and making new information in variable forms, which can be identified as functions, e.g. making apologies, inviting someone, or refusing an offer. In other words, speaking is the process of uttering sentences in order to construct a meaning and to produce new information. Speaking can be considered unpredictable based on the situation. Similarly, a video blog depends on the background that it appears, the members themselves, their new experience, the new environment and their goal in speaking. It is usually unplanned, flexible, and engaging. On the same note, language is occasionally unstable. This means that while the process of creating a video blog can be anticipated to be random, given the enormous range of materials, it is possible to measure the learners' improvements through their vocabulary range, fluency, and efficiency according to the vlog purpose and context.

1.6 Significance of the Study

The result of the study is expected to be useful and to give relevant data on how students of English, as a foreign language use vlog as a learning tool to improve their speaking ability and to give lecturers innovations in utilizing the latest digital technology and trends in their teaching,

1.7 Definition of Key Terms

To avoid misinterpretation, the following three key terms are defined:

a. Speaking

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).”

b. Video Blogging

According to Merriam – Webster dictionary, a vlog is a blog that contains video material.

c. Perceptions

According to the Cambridge English dictionary, perception is a belief or opinion often held by many people and based how things seem. According to Safitri & Khoiriyah (2017) perception is the process by which people interpreted something based on their own experience as the result of stimuli in producing information. Receipting in this study refers to the students’ experiences during learning speaking using vlogs to improve their speaking skill.

1.8 Organization of the thesis

This thesis is comprised of five chapters. Chapter one consists of the introduction of the study. Chapter two presents the review of the related literature.

Chapter three consists of the thesis research method. Chapter four consists of the findings and discussion. Chapter five consists of the conclusion.