

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background

In Indonesia, people learn English as a foreign language (EFL) and still face some problems related to speaking skills, which affect their English skills. According to Ur (1995), speaking problems that usually occur in language classes: students are inhibited to say something in a foreign language because they are worried about making mistakes and losing face, are afraid of being criticized, or are just shy of the attention that their speech is interesting. Rahman (2013) also added that EFL students lack motivation and, therefore, the urge to improvise speaking for fear of making mistakes. In addition, in the undergraduate class, students still need help conveying their ideas about a certain topic when speaking.

In the 21st-century learning era, technology plays an important role in teaching and learning (Anggareni & Wulanjani, 2017). They are judging the development of technology enough to affect the education system, including the substance of teaching and learning using media aids. For example, mobile devices in EFL classrooms have revealed several positive outcomes, such as providing access to collaborative classroom activities for group speaking, writing, and listening and enriching authentic classroom activities using mobile apps or online sites (Godwin-Jones, 2018). Furthermore, another technological innovation that is currently becoming very popular because there is content or video in great demand, especially among young people or students, is vlogs. Vlogs have become one of the most popular daily digital videos used by all generations (Clarkson, 2015). It combines the words 'video' and 'blog,' allowing users to create, upload and watch videos that share a lifestyle (Anil, 2016). Video blogging as a learning strategy can be a trial to improve students' speaking skills. Watkins (2012) has proven that students improve their linguistic competence by using video blogging in learning activities. This awareness reflects the tendency of language classes that students are not accustomed to speaking English. Based on the content students can choose

topics based on their interests. From there, students will feel comfortable with the activity.

Video blogging can also be a way for students to practice speaking. They can record their conversations and identify how far they are in better English. Biel and Gatica-Perez (2010) state that vlogs can be defined as communication media in the form of online broadcasts created and posted. It combines video, audio, images, text, informative content, engaging delivery, expression, and emotion into a single video shared on a YouTube channel. Youtube is a popular video-sharing site where users can download, watch and share video clips (Annisa & Rouli, 2017). Septi & Triprihatmini (2018) show that students can observe video as an audiovisual stimulus for language production and practice. In essence, how video blogging attracts students' perceptions of the use of speaking English should be investigated.

In this research, several students are afraid to communicate, lack confidence, and are shy in speaking. This phenomenon appears at the University of Tasikmalaya in the Professional Listening and Speaking course. This course aims to encourage students to speak English; in this course, students are always assigned to create vlog content that the lecturer has determined the topic; after finishing making a vlog, the vlog is uploaded to one of the social media accounts, namely YouTube.

Furthermore, several researchers have conducted studies involving vlogs in language learning, revealing several results. A study by Paramita Sari (2017) found that vlogs can motivate and make students confident in speaking English. It can increase student motivation by providing a fun and accessible learning process. Therefore, Juliati Amalia Lestari (2019) has studied the video blogging survey. This study aimed to determine whether YouTube vlogs could improve the listening skills of class VIII MTs DDI Tani Aman Loa Janan students. This research design uses action research procedures. The results of this study indicate that there is an increase in students' listening skills. Most of the students gradually got good grades in the second cycle. The Minimum Completeness Criteria (KKM) value for English lessons is 75.00. The first cycle results showed that nine students, or 31.03%, passed the KKM, considering the average test score was 145.47%.

Furthermore, the results of the second cycle showed that 27 students, or 96.42% of students, passed the KKM with an average score value of 88.21 and an increase of 209.40%. So, the final result found that more than 75% of students with individual scores in listening skills passed the KKM. The above results show that vlogs are used in English classes at MTs DDI Tani Aman Loa Janan and that YouTube vlogs can significantly improve students' listening skills. It also shows that teaching listening skills through watching YouTube vlogs can be improved because students learn English with fun. Further related to this phenomenon, a thought arises for researchers to analyze the perceptions of students using vlogs on the YouTube channel in learning English in the speaking class.

## **1.2 Formulation of the Problem**

Based on the background above, in this study, the researcher addresses the following question, what are the students' perception of using Vlog on YouTube in the EFL speaking classroom?

## **1.3 Operational Definitions**

### **1.3.1 Students' Perception**

Perception refers to the participants' perceptions towards using vlogging in an English-speaking classroom to interpret the message from their senses to provide some order and meaning to the environment.

### **1.3.2 Vlog**

Vlog refers to video collections presenting an audio-visual life documentary involving sharing information and experiences or giving advice in oral or speech utterance.

### **1.3.3 YouTube**

YouTube is a platform that provides space for anyone to make videos and become a creator of the website.

### **1.3.4 English Foreign Language (EFL) Speaking Classroom**

Refers to the vlogging activity in the non-English environment speaking class as an oral diary in which students are encouraged to talk about whatever is on their mind from a predetermined topic within

certain minutes to improve the oral communication skills of English learners.

#### **1.4 Aim of the Research**

The aim of the study is to know students' perception toward the use of vlog on YouTube in the EFL speaking classroom.

#### **1.5 Significances of the Study**

**1.5.1 Theoretical Uses:** this study will show an empirical understanding of using Vlogs on YouTube in English-speaking learning.

**1.5.2 Practical Uses:** this study contributes to the English teachers being concerned with the application of technology media in developing students' speaking skills. Vlogs can show the importance of student progress, especially in speaking.

**1.5.3 Empirical Uses:** this study reviews previous studies on the perception of using Vlogs on the impact of improving students' speaking skills. However, this problem is often studied by many researchers. Thus, this study aims to investigate a border problem in Vlog.