

## CHAPTER 2

### LITERATURE REVIEW

In this section, the researcher provides theories related to the research problem. This section is divided into two parts, which are the theoretical framework and the study of the relevant research. The first part talks about theories that relate to this study, while in the second part, the researcher provides some studies that are done in previous research on the same topic.

#### 2.1 Theoretical Framework

##### 2.1.1 Students' Perception

Students' perceptions are important in learning English to support the learning process. It is a process that concerns the entry of messages or information through five senses, namely the sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch (Slameto, 2003). Perception is obtained by summarizing information from a person and interpreting the information so that the person can respond positively or negatively to the information. Therefore, perception concerns the relationship between a person and his environment through the senses.

In addition, perception is described as the interpretation of an object, event, or information grounded by the life experience of a person who performs that interpretation. The experiences will be interpreted by their brain to certain impressions which are different from one to another. Thus, perception is also the result of one's mind from a particular situation (Jalaludin, 2003). In a nutshell, perception is a way of interpreting information using human senses. When there is an object, people use their senses and brain to observe it, and then the information is interpreted as the meaning and cause people to respond to it in a good or bad way.

On the other side, according to Forgas and Melamed (2019), perception is "the process of extracting information on cognitive structures and processes that determine how humans interpret their environment." Rangkuti (2002) agrees, "Perception is a process where individuals choose to organize,

interpret stimuli received through the senses, into a meaning." Perception in this study refers to the response to role-playing to form meaningful information on the learning process.

Furthermore, based on the explanation above, perception results from beliefs and opinions based on interpreting information using the human senses.

### **2.1.2 Vlog**

The existence of social media can be a useful tool for media and meaningful language learning purposes. One aspect of social media that is useful for achieving language learning goals is the availability of web logging, which has access to create vlogs (Meskill & Ranglova, 2000). A vlog is a combination of video and blog (a blog is a combination of web and logs) (Anil, 2016). Vlogs are different from previous personal diaries, namely blogs. Vlogs are personal diaries based on video and audiovisuals.

Meanwhile, A blog (weblog combined) is a writing-based diary or personal journal that is widely shared on the internet or web pages (Watkins & Wilkins, 2011)—posting the findings of a vlog on various media connected to the internet network, such as YouTube (Anil, 2016). Furthermore, the current generation is closely related to media and internet networks, which have become necessary. Further, used to share information, and opinions, write stories, and other writing products, shared on Word press and Blogger as the platform (DeWitt, 2013).

In addition, Blogs were used in language learning many years before their presence. Vlogs help learners acquire the target language and share information in writing.

### **2.1.3 YouTube**

YouTube is a website that provides video clips, music videos, movie trailers, TV clips, blogging, educational videos, and short original videos (Jalaluddin, M., 2016). Annisa & Rouli (2017) also adds that Youtube is a popular video-sharing website where users can download, watch, and share video clips for free.

Websites are credited with social media and user-generated content development; having a channel on YouTube means being able to create vlog content, which will later be uploaded on their respective channels. In addition, YouTube can create its own to involve them in the teaching-learning process environment. YouTube allows anyone to make videos and become a website creator.

YouTube can be a source and learning media that can meet the demands the needs of the digital generation. YouTube can increase interest and support student learning styles in the digital age. YouTube also offers a learning experience with new technologies that will be useful when they graduate (Burke, Snyder, & Rager, 2009). In addition, YouTube also provides thousands of videos with various topics that can be integrated into the teaching-learning process in the classroom. YouTube will also become a free video library for learners, encouraging them to become self-reliant.

YouTube, a well-known learning platform, has some benefits for students to improve their speaking skills. YouTube activity in speaking class encourages students to create a good English-speaking video. To make a good speaking, there are some elements or things that they have to prepare, namely vocabulary, grammar, pronunciation, and fluency. Watkins & Wilkins (2011) explored the use of YouTube in EFL classrooms. The study reported that YouTube had a plethora of benefits. First, YouTube could develop students' conversation, listening, and pronunciation skills. Second, it can be an avenue to teach culture, expose students to World English, and develop students' vocabularies. Third, it could structure the reading and writing activities.

#### **2.1.4 Vlog in EFL Speaking Classroom**

English is a language that is considered international and is used throughout the world, this language serves to communicate with people who live in various regions, states, countries, and continents in the world. Speaking skill is the most important skill to acquire foreign language or second language learning. Among the four major language skills, speaking is considered the most important skill in learning a foreign or second language.

Brown and Yuke (1983) say, "Speaking is the skill that most students assess in real life situations". But it is not an easy skill to learn or teach. Speaking is one of the language skills that is considered as the most difficult skill among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. According to Bueno, Madrid, and McLaren (2006), "Speaking is one of the most difficult skills language learners have to face. Speaking deals with the skill to deliver, convey and express ideas, feelings, and thoughts orally. (Bueno, Madrid, & McLaren, 2006) pointed out that the most difficult skill language learners face in language learning is speaking skills. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying the English language but cannot speak it appropriately and understandably.

To achieve the goals of teaching activity, a particular technique should be applied in presenting the material, one of them using tools or media. Many teachers use instructional media in the learning process to achieve learning goals and to stimulate students' motivation in learning, especially in learning speaking. Gagne (1987) defines that media are various components in learners' environment which support the learners' learning. Instructional media that is used to support and help teachers and students learning process, especially for students it can facilitate them in understanding learning. Teachers should choose the appropriate instructional media for teaching in learning, because the instructional media that used should affect the effectiveness of learning. It is supported by Brown (1973) explaining that instructional media utilized in learning activities will affect the effectiveness of learning. There are so many instructional media are used in teaching from the simplest to the most complex ones, from non-technology and internet connection, to the need for technology and internet connection.

Talking about technology, one of the technologies that students use to improve creativity, critical thinking, and solving complex problems in the language learning process is vlog because it involves oral activities in which

students are asked to tell several stories in their lives while facing the camera, it is clear that vlogs can be used by students to develop their communicative skills. According to Rakhmanina and Kusumamingrum (2017), vlog projects can help learners develop their speaking skills, communication skills, and also their creativity. Dr. Anil (2016) also added that vlog helps improve students' oral skills because it allows them to practice their English both inside and outside the classroom, and they can get instant feedback from the teacher as well as watch their friends' performances in video class.

Vlogs can be an alternative way to practice speaking English and strengthen self-confidence. (Maulidah, 2018) found that there is a significant increase in students' speaking ability. Accessibility and a fun learning process carried out using Vlogs are proven to increase student enthusiasm for learning. In addition, learning English using a Vlog can provide a learning experience independently and interaction with the environment in real-time. Some studies conducted to find out the effectiveness of Vlog in language learning. Hakim, (2019) revealed that vlog can improve students' English proficiency. Other research also revealed that Vlogs are very effective to increase students' satisfaction in learning English as Second language (Shih, 2010). Aydin (2014) revealed that vlog has a positive impact in developing interaction between students and lecturers using target language.

Therefore, in learning English, usually asked to make video content (vlogs) such as creating content about campus tours which will later be uploaded to their respective YouTube channels, and that is very good and suitable for making vlog projects in the EFL speaking class. especially in PLS (Professional Listening and Speaking) courses.

## **2.2 Study of Relevant Research**

The present research is relevant to several previous studies that have revealed the use of vlogs in teaching-learning processes. The first study is conducted by Rondiyah & Murwantono (2020). The study entitled "EFL Students' perspective toward video blog (vlog) as a teaching model in the millennial 4.0 era". The results showed that the first V-log increases students' motivation and self-confidence to

practice English. The second is that V-log increases students' participation and pronunciation skills, and the third is that V-log is a source of learning media in the classroom. A vlog can improve the student's interest in speaking and helps the students develop their knowledge about technology and how to use it in the learning process.

Another study has explored Using Vlogs on Youtube Channels as a Means to Improve Students' Motivation and Confidence to Speak English in the Intermediate 1 Level of LB LIA Jambi by Sari (2017). The result suggested that students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about, which was done in a place they found familiar. Therefore, teachers are suggested to bring technology into the classrooms more often and adjust it to situations where students find it convenient to speak up.

Moreover, Darmawan (2016) examined The Development of Vlogging as Learning Media to Improve Student's Learning Enthusiasm in Class XII on Myob Manufacture (Debt Card) Material SMK N 2 Purworejo Academic Year 2015/2016. His research findings show that the Vlogging of learning media was good for class XII SMK N Purworejo. It was proved from the assessment score in the category "Good." the assessment score by material experts with the category "Very Good." the assessment score by accounting practitioner learning with the category "Very Good," the assessment score by the student with the category "Good "It can be concluded that the vlogging media passed the feasibility study with the level of "Good" and improved students' learning enthusiasm.

Based on the research above aims to find out about Students' Motivation, Confidence, and Enthusiasm to learn English. This is different from the research conducted by researchers whose research focuses on investigating the perceptions obtained by students from using Vlogs in speaking classrooms.