

Chapter One

Introduction

The researcher explains several points that are discussed in this chapter. First, the research background explains the general information about students' experience in creating a vlog for a speaking skill assignment, research context and challenges in research site, review of previous studies and the gap of previous studies; importance of the research and aims of the research. Subsequently, in identification of the challenge, the challenges faced by students in creating vlogging activity to practice their speaking skills are discussed. Following this, the delimitation of the research presents the scope and focus of this study. The research questions that guide the analysis are presented in the next section. This is followed with the research two objectives which identify specific goals or objectives of the study. Next, the importance of the study for several parties is highlighted. Finally, chapter organization presents a description of each chapter.

Background of the Study

Speaking skill is identical to the ability to master a language. In a general perspective, a person is said to master a particular language if he can communicate orally or verbally in that language. The oral (speaking) skills are posed as the main indicator in assessing foreign performance (Jamshidnejad, 2020). This emphasizes that the ability to speak can indicate the mastery of a language. Sari and Sembiring (2019) explain that speaking English well helps students access up to update information in fields including science, technology,

and health. Despite that, students may find it difficult to build good English-speaking abilities due to the language's complexity. The differences between English and the native tongue cause discomfort when speaking the new language in front of others (Ellis, 2008), as well as a lack of opportunities to practice the language often and in a variety of situations.

The development of technology has provided students with numerous opportunities to identify the best resources for assisting their English language learning. Nowadays, technology has become a crucial element of everyday activities of all learners. Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). According to a study conducted by Maulidah (2018), the utilization of vlog as a means of instruction has been demonstrated to practice student engagement and passion, while also encouraging interest in the learning process. Furthermore, the utilization of a vlog as a tool for English language acquisition can offer an autonomous learning experience, enabling individuals to engage with their surroundings in a live and interactive manner.

In order to practice their speaking skills, students must employ specific strategies. Vlog is one of the media that can be employed to create engaging learning experiences. Additionally, students have the potential to practice their skills in storytelling, expressing ideas, and various other areas. By producing vlog, students are expected to receive new knowledge in technology and to practice their speaking ability by creating this video blog. Some students may also find some difficulties while producing vlog because this is not common media that

people used to make. Through this study, the researcher expects to know the student's challenges that they faced during producing vlogging assignment. The results of this study will be useful for teachers to practice and how to solve the challenges faced by students.

Vlog among students is highly contagious and beneficial as a method for enhancing their language abilities especially speaking skill. According to Safitri and Khoiriyah (2017), proficient speaking skills are crucial for students to establish meaningful connections with other persons and effectively express their thoughts and ideas within the context of a globalized society, utilizing the wide range of communication channels offered by the modern global society (Lestari, 2018). To evaluate and establish the improvement of speaking skills, it is important to use speaking assignment. The speaking evaluation is an organized process designed to evaluate the proficiency of learners in speaking skill. Evaluation carries significant importance as it enables lecturers to measure the efficacy of tests, while also allowing students to find out what extent to which they have successfully understand the knowledge delivered by their lecturers. The concept of the video blog (vlog) aims to offer a tool that facilitates English language learners, particularly in the development of their speaking skill.

Vlog was chosen because it provides students with a range of experiences. It is combinations of video, audio, graphics, text, interesting delivery techniques, educational information, expressiveness, and emotion into a single video that is uploaded to a YouTube channel. Vlog have the potential to practice students' proficiency in speaking ability. Through this study, the researcher knows how the

students learn with Vlogging assignment for practicing speaking skills. So, this study explored the experiences of students that already took Vlogging assignment in English for Tourism course at private University at Yogyakarta to practice their speaking ability and to know what challenges they faced and strategies they applied to overcome the challenges while creating it.

Based on the researcher's observation at the English Language Education Department (ELED) of an Islamic institution in Yogyakarta, one of the methods that students found engaging for assessing speaking skills is the creation of vlog. This vlog assignment is obligatory in English for Tourism course as one of the evaluations for this course. For this evaluation, students have been instructed to collaboratively produce a vlog. The students are required to produce a video recording in which they express, in English, a description of one of the tourist attractions located in Yogyakarta.

Research related to Vlog has been done by ELED at one of Senior high Schools in Thailand. For example, a study by Muzakki and Indah (2019) focused on Students' Perception on the use of Vlog in Facilitating Students' Speaking Skill. The research explains that from the data it can be said that students exhibit a higher level of creativity, improve collaborative studying, and enhance their confidence and fluency in English speaking through practice. Next, the second article conducted by Fitria (2022) found that many students encounter challenges such as problem with grammar when speaking English, technological difficulties under varying lighting situations, maintaining attention due to external distractions, resulting in a loss of focus, and feeling bored and insecurity arise

when attempting to record a vlog in front of a camera. The study also found that students experience fear and anxiety when making mistakes while speaking in the English language.

However, although there are many studies concerning the implementation of ELED perceptions on the use of vlog in enhancing speaking skills already exists, most of them focus on the data collected using questionnaire while in this research the researcher gathered the data by having in-depth interview of the study. Vlogging activity has a positive influence on speaking assignment, and it also can be challenging for students.

In this current study, the researcher focuses on future teachers from ELED students at one of Islamic Private Universities who already took English for Tourism course and passed it. This research explores the experiences of students within the ELED as they engage in the creation of vlog for speaking skills assignments. The study investigates the challenges faced by students and identifies strategies employed to overcome them during the vlogging process.

Identification of the Problem

Vlog can be utilized as a tool for educational activities like teaching and learning in one of Islamic Private University of Yogyakarta. However, because they still struggle with speaking, students had many issues during the vlog assignment. The first challenge that students encountered in creating vlog assignment is technological issues. Vlog represents an innovative type of media information technology. According to EFL students who are generally not techno savvy and inexperienced in video-making project, setting audio, lighting, shooting angle, and other technical

aspects may presents challenges. As a result, students may feel discouraged, and even low motivated to accomplish the assignment. For the speaking evaluation, the teacher assigned a vlogging activity. For this assignment, the students are required to create a vlog in pairs about a tourist spot in Yogyakarta. While recording the vlog, the researcher encountered some technological issues in creating vlog, according to the interview. When recording English vlog, students face several challenges, such audio challenge and lighting issues. The second challenge that they faced is they had challenge in speaking spontaneously in front of camera. Vlog can be utilized as a tool for educational evaluations like speaking evaluations using vlog. However, because they still struggle with speaking, students had many issues during the vlog assignment. Therefore, students thought that vlogging assignment is complicated because they have issues in self-confidence while recording. They usually feel fear to make a mistake when they speak on camera. They also easily distracted by their surrounding and losing focus when recording.

Therefore, these challenges need to be addressed because vlogging is something that many lecturers use to evaluate speaking skill in educational system. This research can help teachers understand the challenge that students faced during the creating of vlog. In addition, it can also be beneficial for students by knowing what strategies they can applied to overcome the challenges in creating of vlog assignment.

The Delimitation of the Research

Research related to vlogging is wide in scope. Hence, to be focused, the current research is delimited to student's perceptions who did vlogging

assignment in English for Tourism course, especially students experience on how to practice their speaking skills and the challenges students faced in the creating of vlogging activity. This study concentrated on exploring the challenges and strategies to overcome those challenges of creating vlog in the field of English for Tourism from the perspectives of students in the ELED at one of Yogyakarta's Islamic private colleges. This research take place at the English Education Department at an Islamic Private University in Yogyakarta. The findings of this study present the experiences of students ELED at an Islamic Private University in Yogyakarta and not students from other departments or universities.

Research Questions

Based on the background above, the research formulates two research questions of student's perception with Vlogging assignment in their speaking skill:

1. What are challenges in creating vlogging assignment to practice speaking skills as experienced by ELED students?
2. What strategies do ELED students apply in facing the challenges in creating vlogging assignment to practice their speaking skills?

Objective of the Research

Based on the research question above, this research has two objectives:

1. To explore challenges in creating vlogging assignment to practice speaking skills as experienced by ELED students.
2. To investigate the strategies that ELED students apply in facing the challenges in creating vlogging assignment to practice their speaking skills.

Significances of the Research

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

For the Students

This research can be used to find out what strategies do students apply in creating Vlog to assess their speaking skills. Students can use this research as an alternative solution to practice their speaking ability during the creating of Vlog assignment and a reference to find out the learning strategies that might be suitable for them to practice their speaking skills.

For the Teachers

This research can help teachers to understand the challenges and strategies of students who participate in the assignment using Vlog. Therefore, teachers can use this research as a reference to find out what kind of effective strategies to practice student's speaking skills in the creating of Vlog and also to find an alternative solution from the challenges that being faced by students in the creating of Vlog.

For the Future Researchers

Other researchers who are interested in exploring the same topic of study can make use of the study's findings. It is expected that the findings of this study can be used as a reference for future researchers in the same subject, though from a different point of view. Furthermore, the data from this study can help future researchers recognize the strategies that students take when assessing their Vlog and the challenges related. The results of this study can be used by other

researchers as a theoretical framework for additional research on the same subject and may even be suggested as a subject for additional study. Thus, by carrying out this study, it can also inspire researchers to carry out studies related to it.

The Organization of the Chapter

This research consists of five chapters. The first chapter describes the research background, research identification, challenge boundaries, research questions, research objectives, and research significance. Vlog assignment was chosen as the topic of this study because most of ELED students are new to this speaking skill assignment. Vlogs have the potential to practice students' proficiency in speaking ability. The researcher chose ELED student batch 2020 as the participants because the researcher herself is a student in ELED batch 2020, so it makes the data gathering easier. Through this study, the researcher knows what challenges students faced and what strategies they applied regarding the challenges in creating vlog assignment for practicing speaking skills.

Chapter two is a literature review. This provides some theories related to the research and covers the definition of speaking, aspects of speaking skill, challenges in speaking, Vlog as speaking assignment, definition of Vlog, advantages of Vlog, challenge in creating Vlog to practice speaking, and strategies in creating Vlog to practice speaking skill. Following this chapter is the review of previous studies and conceptual framework of the research.

Chapter three is the methodology. This chapter discussed how the researcher conduct the research. Qualitative method was used with descriptive design in this research. The research took place in English Education Department

in an Islamic Private University at Yogyakarta. Six participants that had experience in making Vlog as an assignment in English for Tourism course is interviewed for this study. The data collection was using interview with instrument including pen, paper, and cellphone. The data was analyzed by transcribing, member checking, coding, and trustworthiness.

Chapter four contains findings and discussion. This chapter discussed the challenges and strategies based on the participants experienced. The study revealed that the challenges in creating vlog assignment are psychological problems including insecure to speak in front of camera and dealing with fear of making mistake, personal problems including losing focus and feeling bored, linguistic problems including struggling with grammar and struggling with vocabulary, and technological problems including having audio challenges and having lighting issues.

This research also found strategies applied to face the challenges are preparing, creating script, practicing, watching English vlog, being mindful and happy, and retaking videos.

Chapter five contains conclusions and recommendations. This chapter gave general answers to research questions and offers researcher recommendations. The conclusion was written based on the findings in the fourth chapter. Then, recommendations were written to students, teachers, and future researchers.