Chapter One

Introduction

This chapter presents the introduction of the study. In this first chapter, the researcher provides the research background. In this background chapter, it was explained in the form of descriptions about the use of Vlogging (video blogging) media as the implementation of speaking class assignments that can support speaking skill. The research aims to find out the perspective of student English learning on the implementation of vlogging (video blogging) as a medium for assignments to support the speaking skill.

Research Background

In this era, technology is developing very quickly in various aspects of life, one of which is in the aspect of education. Technology plays an important role in learning and teaching, in aspects of language learning through software and hardware. In terms of software, there are many applications and other devices equipped with the internet that can assist teachers and students in accessing language learning. With the current development of technology, it is common for the younger generation and teachers to be able to adapt to technology so that they can apply technology in learning. According to Taqwa and Sandi (2019), there is no doubt that many teachers have implemented technology that is carried out in learning, such as through mobile devices, into the classroom to facilitate the learning-teaching environment. Every student is familiar with using technology on their daily basis today. According to Hatmanto et al. (2023), many students are familiar with text-based communication platforms such as email, instant messaging, and social media, making them easy to use and accessible media.

One of the components in English learning that can be supported by technology is enhancing speaking skill. According to Lingga, et al. (2021), by increasing technology

students have many resources to enhance their speaking skill as technology provides eases to academic and education sides so that it can change students from passive learning to active learning. Speaking is one of the important skills in the process of language learning. According to Mandasari and Aminatun (2019), speaking is oral communication in a two-way process between speaker and listener that involves productive speaking skills and receptive comprehension skills. Speaking English is quite challenging for EFL learners, especially Indonesian learners. According to Franscy and Ramli (2022) research, which indicates that Indonesia EFL learner experience problem in linguistic and non-linguistic aspect include comprehension, pronunciation, vocabulary, grammar, fluency, nervousness to speak, lack of motivation, fear of making errors, and low participation in class. Therefore, continuous practice is required so that students can improve their speaking skills. According to Kahler et al. (2017), college and university students are used to watching videos for many reasons such as their classes and coursework; 68% of students report they watch videos in class.

Video blogs or often called vlogs are a new trend in blogging. A Vlog is a creative video that can be made by anyone and then edited as creatively as possible by adding several elements such as images, text, sound, stickers, etc. then uploading or sharing it on social media platforms such as YouTube, Facebook etc. According to Ersan et al. (2022), video blogging offers a richer experience than the sites with blogging in the form of text, because it combines video, sound, pictures, and text, increase the information content, and emotions which are shared with other internet users. In addition, implementing learning using vlogging by watching and creating content can help students improve several skills, especially English-speaking skills. According to Anggraeni et al. (2020), videos can be used to provide simulations because they can help students feel more realistic and provide feedback when students can be watched and evaluated on their performance. It means nowadays teachers can use a video blogging because it is short or simple and easy support in teaching and learning

process. According to Rachmijati et al. (2019), vlog or video blogging is currently a technology that is in great demand by students because it can also use as a medium to improve their achievement, especially in speaking English. According Lingga et al. (2020), by implementing vlogging in the learning provided by teachers to students, it can potentially be a learning tool that is suitable for today's students in helping to improve their language learning.

At present, vlogging is widely applied in classroom learning especially in classrooms that study English language. One of them is applied in the speaking class of the English Language Education Department (ELED) at one of an Islamic private University in Yogyakarta. Students in language class, especially in speaking class, often apply vlogs in their assignments. This is because the assignment in the speaking class includes vlogging activities given by the teacher to students. In other side, vlogging has interesting features so that students do not feel bored while learning, but there are some students also face challenge in implementing vlogging as afraid making mistakes, and lost word while talking in front of camera because lack of vocabulary.

Research related to the application of vlogging in the classroom has been carried out by many universities in Indonesia. For example, the study Taqwa and Sandi (2019) focused on student experience in learning English using vlog. The study also explains what students learn from the application of vlogging in the learning process. And there are three findings found, namely, losing words to say, conveying English language expression, expressing his identity, looking for additional information in English. And for the second research question, there are four findings: detailed guideline making, better editing, confidence gaining, and vocabulary improvement. Another study by Sari (2017) found that students were most motivated and confident to speak English because they were given enough time to think about what they wanted to talk about, and it was done in places they knew. Further research

conducted by Weganofa and Khoiro (2020) found that vlog can be one of the best new media in speaking teaching and recommended to be applied to the speech teaching process, because students taught using Vlog have better performance in speech skills. Therefore, Vlog is an effective medium in teaching speaking skills.

However, although there have been several previous studies conducted regarding the application of student perceptions of vlog media (video blogging) in classroom learning, most of the previous research focused on the use of vlogs effect on improving the students' speaking skills while the current research focuses on how vlogging activities do can support speaking skill and the obstacles faced by student experience. This study is important for some reason. First, more teachers are facilitating the classroom with technology like vlogging in the speaking classroom. Although teachers do well to help improve the student's speaking skills with the technological media making it more interesting and fun, there are students who encounter obstacles. According to Purwanti et al. (2022) "The implementation of vlogging use also poses challenges for students there are unstable internet connection, loss of interaction with peers and teachers, low video comprehension, inappropriate video duration, low student readiness and autonomy, and discrepancies between the video content and language learning objectives" (p.1). Secondly, speaking skills are very important for students. They not only improve their communication in the classroom but also gain various benefits that support their academic and personal success. The research is conducted with the aim of exploring the perspectives of English learning students in implementing vlogging in the speaking classroom in enhance speaking skills and the obstacles encountered by students during the application of vlogging in support of improve speaking skills.

Identification of the Problem

The implementation vlogging in learning process has been carried out in the speaking class of ELED Islamic Private University in Yogyakarta. This vlogging activity helps

students improve their speaking skills. During the initial interview with several students from the speaking class, students face the benefit and obstacle. The benefits that researcher found from the initial interview is improves students' abilities in aspects of vocabulary and grammar and can train self-confidence also increased creativity, because they are required to make videos that showcase their creativity by adding elements such as audio effects and animations.

However, the obstacles that researcher learned that one student from speaking classroom is afraid of making mistakes when speaking English and afraid judgment from audience. Another student said during vlogging activities he lost words due to lack of vocabulary. This indicates the obstacle from the initial interview is lack of vocabulary and fear of making mistakes from the students' experience.

Therefore, the problem needs to be recognized because the assignment of using vlogging activities to develop speaking skills is something new for new students in speaking class.

Delimitation of the Research

In this research, the research was focused on exploring student perspectives in vlogging activities in language learning, especially for students four semester. The researcher was seeing how vlogs can develop their speaking skills and the obstacles students face in implementing vlogging. In addition, this research was taking place at speaking class in English Language Education Department in one of Islamic Private University in Yogyakarta. Furthermore, the participants in this research were students in the speaking classes of 2022 who implement vlogging as assignments in semester one from the lecture. The findings of this research were describing the perspective experiences of speaking class students in implementing vlogging by the Class of 2022 at a Private Islamic University in Yogyakarta.

Research Question

Based on the background above, this research formulates two research questions to explore students' perspectives in participating in vlogging activities in language learning:

1. How do the students use vlogging in developing their speaking skills?

2. What are the obstacles encountered by students when utilizing vlog in developing speaking skills?

The Objective of the Research

1. To explore the ways vlogging in developing students speaking skills.

2. To investigate the obstacles encountered by students when utilizing vlog in developing speaking skills.

The Significance of the Research

Students. This Research will be used to find out how the vlog can support student to develop speaking skills and the obstacles student face in learning process. Students can use this research as a reference or consideration of how they can use vlogging in learning speaking and they can also prepare them self if they experience the obstacles when vlogging.

Teachers. Learning using vlog is currently an alternative teaching and assignment that has been practiced by teachers so far. Teachers who implement learning by vlogging can use this reference to design vlogging activities with clear steps and detailed instructions so that students can follow the learning process more easily.

Researcher. The results of this study can be used by other researchers who are interested in exploring the same research field. The results of this study are also expected to be a reference to refine research methodologies to improve the accuracy and reliability of future research.

Organization of the Research

This research consists of five chapters. The first chapter describes the research background, research identification, problem definition, research questions, research objectives, research significance, and organization of the research.

Chapter two is a literature review. It explains the definition of "vlog" (video blogging), explores the students' perspective in developing speaking skill through vlog, and offers the obstacles student face while activities vlogging in learning class. This chapter explains the theory related to the general description of the use of vlog media in supporting speaking classes.

Chapter three is on methodology. This chapter describes how the research will be carried out by researchers. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains the findings from the research conducted by the researcher. This chapter presents the results of the data analysis.

Chapter five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researchers. Recommendations are given to students, teachers, and other researchers.