CHAPTER I

INTRODUCTION

This research investigates students’ perception on video blog (vlog) in speaking skill at English Language Education Department of UMM. This chapter will describe background information and rationale which are classified into six parts. Those are research background, research problem, research objective, research significance, scope and limitation, as well as definition of keyterms.

1.1 Research Background

There are four main skills that should be developed by students to master English. Those are reading, listening, writing, and speaking. Reading and listening are regarded as receptive skills meanwhile writing and speaking are productive skills. However, Ur (2012) considered speaking as the most important skill among the four skills of language (listening, speaking writing, reading) because people who learn a language are supposed to be a ‘speaker’ of that language. It indicates that using the language through communication is more important than only knowing the language. The main purpose of speaking is to communicate in a variety of situations. Students are involved in range of academic situations such as group discussions, conversations, presentation activities, role play and so on. Those situations require students to speak English efficiently and effectively in order to make their classmates understand. By giving some practices with fluency and accuracy, students can speak with intelligible pronunciation, appropriate
vocabulary and speak in an acceptable speed with less hesitation (Nunan, 2015). Hence, students’ proficiency in speaking skill will increase regularly.

There are a lot of problems faced by students in speaking activities. One of the examples is the students frequently switch their language to Bahasa Indonesia while they are speaking in English. Al Hosni (2014) found in his Speaking class observation that students tend to speak their mother language in small group discussion because they do not know how to discuss their ideas in English. It is obvious that in order to speak foreign language students must have knowledge of English vocabulary and structure (Richards & Renandya, 2002). Second, nervousness and uncertainty are often perceived by students which affect the way they speech in presentation activity. Standing and having speech in front of people are still serious problems for the students as many eyes will look at them. Eventually, their presentation cannot be delivered properly and create misunderstanding to the audiences. According to Ur (2012), Speaking deals with some degree of real-time exposure to audiences which makes the students are often worried about making mistakes, afraid of being criticized, or simply shy in front of the audiences. Whereas, those problems cannot be avoided because speakers have less time to plan, organize, and associate the message to the audiences (Bygate as cited in Carter & Nunan, 2001). It invents students’ anxiety which inhibits their speech. Consequently, teachers should restore students’ willingness by providing some authentic language activities to improve and test students’ speaking skill in order to understand how the students use the language (Richards & Renandya, 2002). Through authentic language activities, students are
given opportunity to develop flexibility in their learning style to use the language. Thus, the authentic language activities could engage students’ interest to speak English.

In most cases, teachers train their students by giving several oral exercise activities used technologies. Based on several researcher experiences, teachers used technologies to increase students’ motivation and enhanced students’ learning experience. Obviously, the technologies could attract students’ interest in teaching speaking skill. Parker (2010) stated that technologies in 21st century such as cellphones, laptops, iPods, video game players, and digital cameras are integrated into human daily life. It can not be denied that technology is a need for human life. In education, technology serves as a communicative media which allows students to interact through text/graphics, audio, video or combinations of those forms and as a productive media which enables students to create something from electronic tools as creator on their own contributions (Laurillard, 2002). It shows that technologies can be used as authentic source materials and media to communicate with people in oral exercise activities. Accordingly, technology brings students to a real-world of learning experiences and creates an interesting project of oral activities.

In recent years, vlog is applied in the speaking activities as an authentic project to improve students’ speaking skill. It leads students to involve in an authentic project which encourages and motivates the students to speak. Therefore, students can create vlog as best as they can in certain topic. Anggraeni & Wulanjani (2017) proved that role of vlog in teaching and learning speaking
Skill improved students' creativity, students' speaking skill, students' vocabulary, students' critical thinking, and students' confidence. Students can create their vlog in anywhere and anytime without being inhibited by the time and place. By receiving several feedbacks from viewers, students could learn from their mistakes for improving their accuracy. In the process of creating vlog, students may rewatch and edit their vlog to make it better. Hence, vlog gives students authentic learning experiences, increasing students’ motivation yet decreases students’ anxiety to speak English which involves productive, communicative and interactive media at once.

Several studies on vlog used in Speaking class to improve students’ speaking skill either for Senior High School students or University students have been conducted frequently. On the other hand, a research on students’ perception towards vlog in speaking activities is still limited. Accordingly, the researcher is interested in conducting a research students’ perception on the usage of vlog as one of medias in learning at English Language Education Department of UMM. The researcher believes that by doing this research, it will give advantages for lecturers, students, stakeholders, and English Language Education Department of UMM in development teaching and learning English especially in speaking skill. Therefore, the researcher conducts the research entitled: “Students’ Perception on Vlog (Video Blog) In Speaking Skill at English Language Education Department.”
1.2 Research Problem

Based on the research background, the research problem is formulated as follow:

“How do the students perceive on vlog in speaking skill at English Language Education Department of UMM?”

1.3 Research Objective

In accordance to the research problem stated formerly, this research aims:

To investigate students’ perception on vlog in speaking skill at English Language Education Department of UMM

1.4 Research Significance

The significance of this research is expected to be useful for lecturers at ELED of UMM and students at ELED of UMM.

a. Lecturers at English Language Education Department of UMM

This research is expected to give information about one of an authentic project that can be applied in English speaking activities by lecturers at ELED of UMM. By understanding students’ perception on vlog, the researcher also expected that lecturers can develop this technique in order to give students an interesting learning experience. Moreover, students’ perception on vlog also can be used as evaluation in order to determine students needs and wants of technologies as teaching and learning media.
b. Students at English Language Education Department of UMM

By conducting this research, the researcher believes that students will know how to use vlog as their speaking practice independently. It gives students an opportunity to improve their speaking skill outside the class meetings. Therefore, students will enjoy their speaking English in real-life situations without anxiety.

c. English Language Education Department of UMM

The researcher also hopes that the result of this research will contribute to English Language and Education Departments’ of Muhammadiyah Malang as a new literature. It may be a references for other students who want to do research about students’ perception on vlog.

1.5 Scope of Limitation

The scope of this research is students’ perception on vlog in speaking skill at English Language Education Department of UMM. The limitation in this research is related to the respondents and time. The respondents commonly answer the questionnaire without reading the questions. Moreover, the researcher only has limited time in interview sections.

1.6 Definition of Key terms

There are several keywords in the title of this research that should be defined in order to avoid misunderstanding on certain terms. Those keywords are Perception, Vlog, and Speaking skill. The researcher will explain each of keywords as follows:
a. Perception

According to Wood (2010, p. 31) “Perception is the active process of creating meaning by selecting organizing, and interpreting people, objects, events, situations, and other phenomena.” It can be defined as someone’s point of view towards their environment. In this research, students’ perception is students’ point of view on Vlog (Video Blog).

b. Vlog

Vlog (Video Blog) defines as journal based in a video form that usually posted in video-sharing website by vloggers who is a user of vlog (Warmbrodt et al., 2010). A vlog is one of technologies that can be used by lecturers for speaking activities. It will encourage students’ participation and motivation to speak English in the classroom and outside classroom. In this research, vlog is a product from students in order to improve their speaking skill.

c. Speaking skill

Speaking skill is the most important skill among four language skills that should be mastered by students. Speaking skill is an ability to converse or to express someone thoughts and feeling as interaction, as a social and situation-based activity (Alderson & Bachman, 2004). It indicates that speech occurs where it takes place and it is a skill that related with real-life situation. Therefore, It can be defined as the ability to converse or to express ideas of human in a variety situation which is should be learned practically in order to master it. In this
research speaking skill is a students’ ability to express their thought when they make a vlog and speak in front of camera.