

CHAPTER I

INTRODUCTION

This chapter present about introduction that consist of bacground of the study, statement of problems, purposes of the study, the importance of the study, hypothesis, and the definition of key terms.

A. Background of Study

The current era of technological development cannot be avoided and touches all aspects of human life, from the economic, health, and education aspects. In the world of education many results of the development of technology made as a learning medium by teachers (Taqwa & Sandi, 2019). There are several uses of technology in education, among them improving the abilities of student. According to Smith (2016), the use of technology is very helpful in developing creativity, and critical thinking for student.

The use of technologies can also increase the motivation of student in learning as well as accelerate the process of information exchange, so it ca create effective learning (Raja & Nagasubramani, 2018). According to Ratheeswari (2018), the use of technology in education can enhancement the quality of the teacher competence in terms of pedagogy, thechnical issues, social issues, collaboration networking. This is why the use of technologyis very important for learning with variety of media that can be used in various learning as in language learning.

The use of technological advancements in education in particular learning process has been widely used such as using computers, the use of LCDs and projectors is the proof, in addition to using the advancement of technology in the form of the already mentioned tools, other forms of advancement are very commonly used in learning process activities such as social media (Pest et al., 2021). Social media is widely used in browsing activities including whats app, YouTube, instagram, zoom, Google+, and many more (Hamsia et al., 2022). Social media in language learning is already very familiar for speaking class in the last 5 years. There are a lot of social media that has been used for the development of language learning in the classroom in particular such as Dhql (2018), using whatsapp messenger for learning speaking because it creates the creativity of its students as well as creating learning activities that can increase the interest of students in learning to speak.

Besides the use of whatsapp messenger, there are also those using YouTube as a media in improving students speaking (Vol & Issn, 2020). It is stated that by using the media YouTube is a media that contains video vlogs that can be downloaded and shared until it helps students in learning language especially in the aspect of speaking. The use of Instagram media vlog can also be used in media learning, based on Dahri (2019), It is stated that the use of instagram media vlog for learning speaking, in instagram vlog students can develop their own potential, find confidence, as well as students can reflect on themselves as learners. This is why vlogs have become one of the most popular learning media to enhance the potential of students in speaking.

The use of vlogs in speaking classrooms is present interactive videos and give students the opportunity to express themselves as well as the demand to think critically in creating vlog video related to speaking tasks. Inside Hanapi et al. (2018), mention that video vlogs can be used as a medium for tasks for students who can create learning to communicative learning goals. Use vlog to create creative and interactive learning in speaking, media vlog or video blogging is also used to improve student discipline, student social interaction, care in learning as well as motivation (Kusomo, 2021). The fact that the use of these vlog media can improve the effectiveness of learning to speak is also expressed in (Mandasari 2020). By allowing vlogs as media-speaking students to have more time to express their ideas, students can also be free to convey their ideas in vlogs. Based on (Taqwa & Sandi, 2019) It also noted that using vlogs in speaking classrooms can significantly improve speaking skills, create a pleasant learning process, students are also able to develop their autonomous learning.

Applying technology to language learning, there are several factors that must be considered, Students need to develop an understanding of basic principles and applied linguistic concepts, Students can understand linguistic input and see the gap between their knowledge and the intended target. According to Chapelle et al. (2019), They can transform the language they learn or hear into potential language lessons.

Unfortunately, there are few issues with technology-assisted instruction remain, such as the low level of student participation and the teacher-centered nature of the learning paradigm. Additionally, when technology is employed in the classroom, the

students may become less attentive to the lessons being taught and more interested in the media that teacher is using, then failed to raise the level of the student's communicative proficiency in language learning, particularly for student speaking (Khotimah et al., 2019). Based on the results of pre-observations carried out by researchers on English teachers in SMAN 1 Badegan It was found that, when teachers use film as a teaching tool to teach speaking in the classroom, the most of monotonous and passive students just watch and listen to the film. When they are given the chance to respond or comment orally, they are hesitant to voice their opinions and lack confidence when responding to questions or teacher feedback. This is going to be a student's inhibition of speaking in the classroom, so there is a need for media that can enhance student speaking media that doesn't make students passive in speaking but active during learning.

The explanation above, is not in accordance with the learning outcomes in the independent curriculum, where the tenth grade of high school is included in the phase E learning objectives (Firdaus et al., 2023). In phase E, students should use English in learning to express their wishes, discuss related material, be able to think critically, and be able to optimize fluency and accuracy in speaking. Apart from that, at stage E, the teacher can choose a learning method, which can be problem-based learning. From thus, using vlogs as a medium in language learning especially for speaking classes can be categorized as a project-based learning method.

In Rohimajaya et al.(2019), project-based learning is a learning method that uses problems as the first step in collecting and integrating new knowledge based on experience in real-life activities. Vlogs media can help teachers in creating an effective and enjoyable learning atmosphere as well as using media vlogs can help students in developing their ideas and creativity in a vlog video they create. Based on the needs of teachers to create a collaborative learning atmosphere as well as creative use of media vlogs for speaking, the researcher is interested in investigating the effectiveness of the use of this media vlog to improve the speaking achievement of students in SMAN 1 Badegan, in addition Rahmawati et al. n.d (2018), Vlogs can create a confident classroom atmosphere, enjoy the learning process, and have a high interest in learning speaking.

B. Statement of Problem

Based on the background of the study, the statement of problem in this study is:

1. Is the use of vlogs effective towards student speaking achievement in tenth grade in SMAN 1 Badegan?
2. How does the effect size level of using vlogs as media affect students' speaking achievements in tenth grade in SMAN 1 Badegan?

C. Purposes of the study

Based on the statement above, the purpose of the study is:

1. To find out whether using vlogs is effective toward student's speaking achievement or not.

2. To find out how does the effect size level of using vlogs as media affect student's speaking achievement in tenth grade in SMAN 1 Badegan.

D. The Importance of The Study

Based on the purpose of the study, the importance of the study is:

1. For Student

From this research, the students can improve their speaking skills, and the students can practice speaking English confidently.

2. For Teachers

From this research, is an information in choosing media is interesting as well as varied so that students can improve their speaking skills in learning English.

3. For other researchers

From this research, this study becomes an information reference for other researchers and provides a reference on methods of appropriate approach for further research.

E. Hypothesis

Based on the statement of problem, the hypothesis of this study is

Alternative Hypothesis (Ha): The use of vlogs is effective towards students' speaking achievement.

Null Hypothesis (H0): The use of vlogs is not effective towards students' speaking achievement.

F. Definition of Key Terms

Speaking Achievement : Speaking achievement is refers to the attainment of a high level of skill, proficiency, or success in the act of verbal communication, including public speaking, interpersonal communication, or any form of spoken expression (Rahmah et al., 2019).

Vlogs : Vlog is video that does not have duration of time or limitation in a minute or hour, is a form of online content that consists of video recordings or video diaries created by individuals or content creators. Vlogs are typically published on video-sharing platforms, social media, or personal websites (Maulidah, 2018).

