

## CHAPTER I

### INTRODUCTION

This chapter present of background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, assumption, and operational definition.

#### 1.1 Background of the Study

Oral communication or in another term, oral language is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal communication. Oral language is commonly assumed as the productive skill of language (Suwandi & Taufiqulloh, 2009). Considered a productive skill of language, therefore in oral language involves negotiating meaning between two or more persons. As Brown (2004) stated language is a system of arbitrary vocal symbols, which allows everyone in a particular culture, or others who have studied the culture system, communication or interaction. Therefore, people do not just say the words but convey the message through word of mouth. Speaking is productive skill in oral language.

Teaching speaking is an important aspect of the language learning process, teaching speaking is important of learning and teaching in second language which is English as Foreign Language (EFL). Success in learning English as foreign language (EFL) is often measured by how well the student can communicate the language

fluency. According to Nunan (1991) success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language.

Good public speaking skills are important in other areas of your life (Shyam & Joy, 2016) so that the students should have motivations and must interest to learn speaking in English. Based on the researcher's experience on early exposure 3 that the students speaking ability is still low. The students still afraid to speak English because they are afraid doing mistake. By see the fact, English teacher should find a better teaching to be applied in the teaching learning process. The teacher should be able make English understandable and easy to be learn. The use appropriate teaching media is needed. Researchers have a task for students to be interested in studying texts by speaking. The majority of teachers still use conventional way to teach students. The old way of how the teachers give students task in study text such as teachers give lectures about texts based on textbooks, show the examples, ask students to make their own text, and perform it in front of the class. That old way of teaching can be possible cause of the problems that are encountered by students in speaking. Moreover, it does not match with today's technological era (Jones, 2016). Hence, the researcher was motivated to find out a medium that could help students to have better opportunities in practicing speaking in order to achieve maximum outcomes.

Referring to English syllabus of Curriculum 2013, the Year 10 students need to study several text types. One of the texts is a recount text. Bennet, Carter, & Marino (2013) stated that refer a recount text is kind of text to recall an event, to inform or entertain the readers. The generic structure of recount text covers: (1) orientation,

where the writer is introducing the background information needed to understand the text. E.g characters, place and time. (2) events, in which the writer is describing the series of event typically ordered in chronological order, and (3) reorientation, a summary statement whereas the writer may states his/her personal comment to the story (Bennet, Carter, & Marino, 2013). Beside the generic structure, students are also taught to master the language features of recount texts which cover: (1) specific names of the people involved in the text. (2) mainly written in simple past tense. (3) linking word to do with time. (4) many verb or action verb (Bennet, Carter, & Marino, 2013).

Nowadays, the fact shows that this revolution era 4.0 has brought change to every area of life not only in social politics but also in educational area. Millennial generations spend almost their three fourth of their time interact with handphone. Therefore, students will feel bored when they are asked to learn using conventional media. According to Aktaruzzaman, Huq Shamim, & Clement (2011) is the process of teaching and learning became formal and systematic in the times and technologies, the need for effective methods and strategies to raise the quality of learning have been concerned with the issue of increasing the efficiency of the learning experience. Technological development has been entered in any fields recently. Everything will be considered as effective and innovative if combined with technology. Moreover, in today's generation students are more interested in learning with technology. It becomes a habit for students to use technology. In line with this, the researcher wanted to combine technology in teaching and learning process. The researcher chose video blog as a medium to teach speaking recount text.

The development of information technology and communication has given significant impact to the world today, particularly to education system. This development has assisted teaching learning process become easier and more interactive. One of learning model that become popular today is Blended Learning. Blended Learning is the combination between traditional face to face learning complemented by e-learning or online learning. (Watson, Blended Learning; The Convergence of Online and Face to Face Education, 2012) defines that Blended Learning includes the integration of face to face and online learning to enhance the classroom experience and extend learning through the innovative use of information and communications technology.

One of media that can be used as learning media is video blog (Vlog) which many advantages for the students. They are : (1) Vlogging can help people share ideas that might be difficult to share through text or print; (2) Vlogging can be benefit for students who are visual learners to relate and comprehend the information; (3) Using a vlog to demonstrate an idea also gives students the ability to watch and listen to the video as many time as they want; (4) Vlogging gives people the opportunity to share their ideas with a wide audience; (5) Vlogging allow the students to share ideas and demonstrate knowledge without the confidant of the text; (6) Students can use vlog to make a portofolio to showcase their work over a period of time; (7) Vlogs allow the students to learn information at a time and place that is convenient for them. Students may feel less of pressure when they are allowed to think about a topic and listen to a lesson as many times as needed without the pressure from a class to move on; (8) The

Use of Vlogging to Improve The Students' Speaking Skill both to upload or download videos (Rahmawati, Harmanto, & Indriastuti, 2018). The use of Vlog, students will be interested in learning to use the media. According to Shih (2010) from National Pingtung University studied blended learning using video-based blogs. Shih (2010) found that video blog could contribute to learning effectiveness and student satisfaction if the blended model is implemented with suitably supportive tools and course plans. Video blog can help students to understand the lesson being taught easier.

Based on the explanation above "Teaching Speaking Recount Text by Creating Vlog For The Tenth Grade Students of SMA ISLAM Sidoarjo", is the researcher wants concern in. The implementation of teaching speaking recount text by creating vlog and students responses of teaching speaking recount text by creating vlog will be practiced by the students to speak up and students will be interested in learning methods because they rarely used this media in their school. This media is chosen because it is relatively easy. The purpose of this study is to investigate whether using a video blog to teach recount text in speaking can make student interesting in study speaking recount text.

## **1.2 Statement of the Problem**

Based on the explanation background of the study above, the statement of the problems can be formulated as follows :

- 1.2.1 How is the implementation of teaching speaking recount text by creating vlog?
- 1.2.2 How are the students responses of teaching speaking recount text by creating vlog?

### 1.3 Objectives of the Study

Based on the statement of the problem, the objective of the study which are able :

1.3.1 To describe the implementation of teaching speaking recount text by creating vlog.

1.3.2 To describe students responses of teaching speaking recount text by creating vlog.

### 1.4 Significant of the Study

The result of this research is expected to make :

1.4.1 Students

The researcher want the students to be motivated their speaking ability especially for tenth grade in Senior High School, they can be more confident and active speak in the class.

1.4.2 Teacher

The researcher wants teacher to be motivated in used an alternative task in learning process to teaching speaking in Senior High School.

1.4.3 Researcher

The researcher will understand that teaching speaking use the authentic materials easier and it also can contribute in teaching learning activities especially in speaking skill. Besides, it can improve the new ideas researcher know this task to creating video vlog can make it easier for the students to learn text through creating video in Senior High School.

#### 1.4.4 Further researcher

The study is useful for the other researcher to conduct other studies about teaching English especially speaking by using media, and gives the view to teach using alternative ways like authentic materials. And the researcher can contributed teaching speaking to research.

### 1.5 Scope and Limitation

The scope of this study is focused on creating vlog to help students speaking ability, students created vlog talk about students experience and the limited to the Tenth Grade students' in SMA ISLAM Sidoarjo. There are three classes of Science in the SMA ISLAM Sidoarjo, the researcher only took one class, namely class 10 Science 1.

### 1.6 Assumption

The researcher states that the teacher teaches speaking in recount text by using Vlog. The teacher use Vlog as media in teaching learning process, because with Vlog as media help students get more easily.

### 1.7 Operational definition

The researcher gives the definition of the key term used of this study:

#### 1. Teaching

Teaching is a coherent set of links between actions and thoughts in language teaching (Larsen & Freman, 2004).

## 2. Speaking

Speaking is a productive aural/oral skill, which consists of producing systematic verbal utterances to convey meaning (J Pearsall, 1999).

## 3. Recount text

Recount text is a text that tells about the past experiences or events (K Hyland, 2003).

## 4. Vlog

Vlog is technically simple videos in which a person faces a camera and addresses a public viewership briefly, informally and more or less intimately (Werner, 2012).

