

CHAPTER 1

INTRODUCTION

The researcher explained about the background of the research in this chapter, then followed by research question and research purpose. The researcher also stated about the research significance and terminology.

1.1 Research Background

Speaking is one of four essential skills taught at school, and most students have problems with this skill. At the senior high school level, the students are expected to comprehend the materials of learning given by the teacher even though the teacher uses English all the time in the class. The students are expected to convey any expression using English as well as have a conversation in proper English with peers inside and outside the class.

Speaking in particular is taught at school alongside the other three. The teacher does not teach speaking in a specific meeting. They teach it with other skills such as writing and reading as suggested by the government in the Curriculum 2013. Based on the pre-observation conducted by the researcher on SMA Negeri 2 Pontianak, the researcher found that the students had some problems related to speaking. These speaking problems were confirmed by the result of an interview with the teacher, especially in spoken recount text. The teacher stated that the students were unable to speak English fluently and comfortably. Moreover, they had difficulty to comprehend the verb in past

form like in spoken recount text. These problems caused them to feel reluctant to speak English, even only the simple sentences. The students even had difficulties in understanding the conversation in English language.

Their lack of fluency in English was due to the lack of speaking activities in both online and offline classes. It was hard to find the moments where the students performed verbally in front of the class because they exclusively undertook written assignments. Aside from that, they were divided into two sessions in an offline class, in which each session lasted only forty-five minutes. Then, in an online class, there was no video assignment to support speaking activities. Due to the limited opportunity, students were unable to speak properly when conveying their opinions, especially when the material was about spoken recount text. To address the issue, the researcher offered to use a video blog posted in YouTube to teach speaking, particularly spoken recount text.

Video blog or often called a vlog is a medium in which the content contains ideas, daily activities, and experiences of the creator. It is in line with the concept of spoken recount text which has been learned by the students. The purpose of using video blog in this research is to provide the students an enjoyable and interesting media for speaking learning activities. Besides that, it also gave the students more opportunities to train their speaking and to express their idea through video blog. Furthermore, the use of video blog is anticipated to aid the students to develop their speaking ability, especially in spoken recount text.

The use of video blogging in teaching speaking has been also used by Butar Butar (2019) in her research entitled "Video Blogging to Improve Students' Speaking Performance" the subject of research is students of year 11 SMAK Immanuel Pontianak. The research result showed that through two cycles, there had a significant improvement. From the first cycle, the students were enthusiastic to do the presentation but they were confused and made some pauses when the presentation. Some of them had less attention to their friends' performances because they were busy with themselves. In the second cycle, the students showed improvement. It showed from the students' performance that the pauses in the conversation have been reduced. They spoke more fluently and accurately during the presentation, used appropriate tenses and diction. Even though some students had difficulty responding and asking questions, they still had fun in the activity.

Another research was done by Mahafi (2019) entitled "Video Blog as a Media in Teaching Speaking Recount Text For Tenth graders". The subjects of her research are both the teacher and students in 10th grade in Senior High School 1 Blitar. The research result presented that the students got good to very good level, and few of them in excellent level. Then for the teacher, she implemented the video blog sequentially. It showed that the use of video blog was effective to teach speaking of recount text. Both of the teacher and the students found it helpful and useful for teaching learning activity in the classroom.

Referring to the previous studies, in this research, the researcher

conducted pre-experimental research by using video blog, specifically in teaching spoken recount text by using the video blog. Through the vlog, the students could choose the topic they were interested in to talk to by following the elements and structure of spoken recount text. Different with the previous researches that the students' videos were not posted to YouTube, the researcher in this research encouraged the students to upload their spoken recount text videos to YouTube. By doing so, the students were expected to be motivated to put more efforts in creating the video because their classmates and the public could watch them.

1.2 Research Question

Based on the research background, the research is conducted to answer these questions:

- a. Does video blog posted on YouTube effective in teaching spoken recount text?
- b. If it does, how effective is the use of video blog posted on YouTube in teaching spoken recount text?

1.3 Research Purpose

Based on the research question, the researcher conducts the research:

- a. To find out whether or not the use of video blog posted in YouTube is effective to teach spoken recount text.
- b. To describe how effective is the use of video blog posted in YouTube in teaching spoken recount text.

1.4 Research Hypothesis

Action hypothesis is the theoretical answer of problem of the research.

The researcher provides the action hypothesis in this action research:

a. Null Hypothesis (Ho)

The use of video blog posted in YouTube does not effective in teaching students' speaking ability in spoken recount text.

b. Alternative Hypothesis (Ha).

The use of video blog posted in YouTube is effective in teaching students' speaking ability in spoken recount text.

1.5 Research Significance

This research significance is anticipated to have implications and benefits for the teachers, the students and the other researcher as follows:

1.5.1 For the teachers

Teachers can use video blog as one of many media to teach speaking in the classroom. It can also assist teachers in making their classes more successful in terms of educational activities.

1.5.2 For the students

The researcher believes that video blog will draw the students' attention. It will also assist students in improving their speaking abilities since they will have more opportunities to speak, expressing ideas and thought throughout the video that will be posted in YouTube, therefore it will be more beneficial for them to boost their confident to speak, enlarge their

vocabulary by using new words and phrases

1.5.3 For the researcher

The findings of this research are expected to provide new evidence that using "Video Blogs posted in YouTube" can have a significant impact on teaching spoken recount text, contribute to the solution of a problem in the school, and benefit other researchers who pursue the same topic by using this research as a reference to conduct their own research.

1.6 Scope of Research

In order to limit the scope of research, the researcher specifies the research variables as follows:

1.6.1 Research Variable

A variable is a characteristic or attribute of an individual or an organization that (1.6.1.1) researchers can measure or observe and (1.6.1.2) varies among individuals or organizations studied (Creswell, 2012, p. 112).

1.6.1.1 Independent variable

Independent variable is an aspect that give an effect or influence the result of dependent variable. Independent variable of this research is the use of video blog posted in YouTube as a media in teaching spoken recount text.

1.6.1.2 Dependent variable

Dependent variable is a characteristic or aspect that influenced by the independent variable. The dependent variable of this research is students' achievement in spoken recount text.

1.6.2 Terminology

To avoid misunderstanding and confusion about a key term used in this study, it will be defined as follows:

- a. Video Blog is a media for learning that contains idea of spoken recount text by the students.
- b. YouTube is a platform where the content creators post their video.
- c. Spoken recount text is a part of recount text in oral form that purposes to express and tell something or experienced at happened in the past verbally.