

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter present some related literature for this study. It discussed the definition of speaking skill, teaching speaking skill, learning media, Vlog media, and previous studies.

2.1 Definition of Speaking Skill

According to Harmer (1993), communication occurs when the listener can respond to the speaker after understanding the message. As we all know, there are four fundamental skills in English that must be mastered. One of them has begun to speak. However, in the context of English usage, speaking is widely regarded as an essential skill among others.

Speaking is the process of creating and sharing meaning in a variety of contexts by using verbal and nonverbal symbols (Chaney & Burk, 1998). Speaking is an essential component of second language coaching. Despite its significance, coaching speaking has been undervalued for many years, and English language instructors have continued to teach speaking as a repetition of drills or memorization of dialogues.

As humans, we always require communication to express our ideas and accomplish our goals. Furthermore, as students or newcomers, they should communicate with their instructors to express their thoughts as long as they are inside the learning system. As a result, in an informal setting, the trainer and student must constantly interact to talk. Our everyday communication's public remains interactive. It is far more important if you want to communicate in the language. Because communication is largely derived from interaction, language instructors should provide opportunities for meaningful communicative conduct about relevant subjects by emphasizing interaction as the most important aspect of teaching the language for communication.

Based on the explanation above, it is concluded that speaking is the ability to beneficial activity in which one character need to use and to speak every different. Speaking is one of the additives of a language. The existence of speaking is crucial and cannot be separated by the existence of language. It means that there's no

interplay exist without speaking. Speaking is the most crucial element for students while their gaining knowledge of English language.

2.2 Teaching Speaking Skill

Speaking English is neither an easy nor a quick way to learn the language. The facilitator should have a method for improving the students' speaking abilities. Teaching speaking does not always entail simply asking the scholar to speak up. According to Nunan (1991), speaking is a method of delivering information and expressing ideas. In general, speaking is a form of communication whose purpose is to convey one's thoughts to others. Speaking, in other words, can be defined as directly responding to persuade others to do something. To clarify something that is unclear and to express an opinion, feeling, etc.

To achieve the goals of the teaching activity, a specific method or technique for presenting the material should be used. Fluency, or the ability to express yourself clearly, is developed. Regardless of grade level, subject area, or school type, a teacher is expected to fulfill her three important function. However, the purpose of teaching speaking skills is to improve communication efficiency. Learners must be able to communicate effectively based on their current performance level. They should make every effort to avoid message confusion caused by poor pronunciation, grammar, or vocabulary, and they should adhere to the social and cultural rules that apply in each communication situation.

2.3 Learning Media

It is evident that the contemporary generation predominantly acquires proficiency in foreign languages through online platforms and contemporary technological applications. The acquisition of English, for instance, frequently arises from immersion in music, cinema, YouTube content, interactive media, and internet phenomena throughout their developmental years. The principal objective of this study was to construct a curriculum founded on video-based media, tailored to augment the educational experience of high school students. The endeavour was guided by the anticipation that the ensuing educational materials and resources would not only be of considerable worth but would also serve to stimulate the creative faculties of the students.

The researcher in this study argued that using teaching media in the classroom was important. Therefore, researchers used Vlogs as a learning medium to determine whether using Vlogs as a learning medium would improve students' English skills through a project-based learning (PBL) learning method.. Project-based learning is an educational strategy that allows students to independently develop content knowledge and demonstrate it in a variety of ways.. Student engagement, improving collaborative learning skills, improving academic performance, developing higher-order thinking skills, and building positive student-teacher relationships are all benefits of project-based learning.. As expected, it can be concluded that Vlog media was combined with project-based learning method (PBL) in this study.

2.4 Vlog Media

In this point, present about the definition of Vlog media, the benefits of Vlog, the purpose of Vlog, Vlog as learning media, and the relationship between speaking ability and Vlog.

2.4.1 Definition of Vlog Media

Video blog, usually abbreviated as “Vlog”, is a general modification of blogging activity that change the written context of language to the oral that is taken by the camera then published into a video (Magolappu, 2011). It serves as a creative outlet wherein individuals chronicle their day-to-day experiences through videography. Vlogs commonly serve the purpose of disseminating engaging and informative content, ranging from humor and unique perspectives to educational insights. Noteworthy is the accessibility of Vlogging, as it requires minimal capital investment, often reliant on ubiquitous devices such as camera-equipped smartphones, digital cameras, or budget-friendly cameras with audio recording capabilities. In essence, a Vlog constitutes an electronic platform for recording, reproducing, broadcasting, and exhibiting both video and audio content.

Vlogging can be thought of as another type of internet television. Vlogs usually have caption text or photo images, and some Vlogs include additional metadata. Vlogs can be made by recording a single image or footage that has been

cut into sections. A person can edit videos, combine them with audio, and combine multiple images into a single recording using the available software.

Vlog media is a type of verbal activity performed by a group of people for any reason (Brilianti & Fithriyani, 2020). This activity is usually performed without prior practice or preparation. Vlogging is a form of video blogging that combines film, audio, images, and text. Most video bloggers talk about a variety of topics, including hobbies, tips, and short speeches. This is one of the reasons why Vlogs are also called online diaries.

2.4.2 The Purpose of Vlog

Vlog is a useful application that students can use to learn English. Vlogs are a unique tool for teaching and learning because they can capture verbal progress as well as nonverbal cues that are essential for language communication (Hung, 2011). Vlogs supplement e-portfolios and presentations. Using video blogs for digital storytelling could be one way to encourage student participation in an e-portfolio project (Pfeiffer, Parker, & Pang, 2005). Vlogs can also be used as a regular form of spoken diary (Lee & Watkins, 2016). Because when a student creates a Vlog, they are free to say whatever they want.

The advantages of using a Vlog to improve speaking are that it is extremely quick, for example, it improves our pronunciation, and we may acquire accents such as American, Canadian, and even French or Russian English (Safitri & Khoiriyah, 2017). Someone learned some new words. In terms of pronunciation, we know what to say and how to say it correctly quickly. Furthermore, someone who prefers listening to reading can gain knowledge. By using Vlog, they can improve their ability to speak English, train their listening skills, improve their pronunciation, and expand their vocabulary.

However, while conducting the research, it was discovered that Vlogs have a disadvantage of using video. There was an issue caused by the video itself. First and foremost, it was discovered that when the teacher wanted to show a video to the students, she did not provide a high-quality video. If the generated video does not meet the requirements of a high-quality video, it may be distracting rather than beneficial. Students will be unable to fully comprehend the information if the video quality is poor.

2.5 Procedural Text

Procedure text is a piece of text that tells reader or listener instructions for doing something (Azurah, 2018). This kind of text has purposes to provide instructions for making something, tutoring how to either doing something or going somewhere, etc. Procedure text consist of sequenced instruction steps that given in order to achieve a special outcome. Procedure texts can be presented in the form of instructional texts or in the modern world of the video era it can be presented in the form of video tutorials.

2.6 Previous Studies

According to a study titled, “Using Vlog Media to Improve Speaking Skill at the Eleventh-Grader Students of Madrasah Aliyah Negeri Palopo” reveals that integrating Vlog media significantly improves students' speaking abilities and motivation (Rusman, 2020). The research demonstrates a notable difference in speaking proficiency between students taught with Vlog media and those without. The study, employing a quasi-experimental design, involved 120 eleventh-grade students at MAN Palopo. The experimental class (XI MIA 1) consisted of 23 students, while the control class (XI IIS 2) had the same number. Notably, the study used purposive sampling. Speaking test is the research instrument. The students are given a pre-test and a post-test by the researcher.

In a case study titled, “The Use of Vlogs in English Class at MTs Al Fatich Tambak Osowilangon Surabaya,” the term 'Vlog' is explained as a condensed form for 'video blog,' commonly shared on platforms like YouTube (Wahyuningtiyas, 2019). This study aims to explore educators' approaches in integrating Vlogs within the classroom setting at MTs. Al Fatich. Additionally, the researcher seeks to uncover any challenges faced when employing Vlogs as an instructional tool, along with gauging students' responses to their use. The study employed a descriptive qualitative methodology, utilizing observations and interviews for data collection. It delves into both the hurdles experienced by educators and the reactions of students. The findings reveal a consistent application of task-based learning across all IX classes (A,B,C,D), comprising stages of introduction, task assignment, process execution, assessment, and conclusion. Identified obstacles encompassed facility maintenance and troubleshooting, while the teacher employed the choral

responding method to gauge student comprehension. This research aligns with previous studies, affirming that the integration of video content resonates positively with students.

Another research titled, “Improving Students’ Speaking Ability Using Vlog Media at SMK Negeri 1 Arjasa” (Ersan, Kurnia, & Fadilah, 2022). This research have a primary objective to ascertain students’ perceptions and the effectiveness of the implementation of Vlog in improving students’ speaking abilities in the 11th grade of APHPi at SMKN 1 Arjasa. The study used a CAR design with pre-test and post-test were the instruments used in as well as questionnaire. In conclusion, the researcher concluded that students in speaking class twice a cycle implemented Vlog and indicated that students were more engaged in speaking class and improving their speaking ability well. This research findings indicated that from the initial to the end of second cycle the students’ achievement increased with the initial average was 65.76 and it increased to 80.30 during the final cycle of the research.

Another research aims that the study was to improve students' speaking performance by using video blogging with Year 11 students at SMAK Immanuel Pontianak, specifically in E class, during the academic year 2018/2018 (Butar Butar, Sudarsono, & Arifin, 2018). It was designed to improve their fluency and accuracy using video blogging as a medium. This study's research design was classroom action research. This study enlisted the help of 38 students from Class XI E. The researcher recorded students' speaking progress using observation checklists, field notes, and speaking tests. Students' attitudes toward the learning process were assessed using checklists and field notes. Speaking data were obtained through speaking tests that were scored using a scoring rubric. According to the data, the students improved their speaking skills. They were already great at presenting the materials in cycle I, but some of the students were still making pauses and pronouncing words incorrectly. Cycle II was carried out by the researcher, and the students were able to speak more fluently and accurately as a result of gathering and listening to information from the media. During the teaching and learning activity, the students were also motivated to speak up. All the findings indicate that video blogging improves students' speaking abilities.