

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Even though, English is compulsory subject, students in Indonesia still found big problem in mastering English. Based on the latest research conducted by Education First (EF) in 2019, English proficiency index of Indonesia was 50.06 and in the rank of 61 from 100 countries in the world. It indicated that Indonesian had low English proficiency. Abrar et al., (2018) conducted a research in Jambi University found that many learners could not communicate in English. They found that the most challenging language skill learned by the learner was speaking. Besides, Angelina (2019) found that EFL students in Sanata Dharma University had difficulty in doing presentation in front of the class where they mostly read the text when they delivered the material in English. In this case, having lack of English speaking competency became main reason of why the students failed in doing effective presentation.

According to Ur (1996), there are some factors that lead students have low speaking competency such as inhibition, lack of topical knowledge, low or uneven participation, and mother – tongue use. Bashir (2011) supported that language learners tend to keep silence in oral interaction when they have lack of confidence in their ability. In this case, when the language learners have low self

– efficacy in speaking, they tend to fail in employing the target language. Hereinafter, it can cause the learners to be passive in learning. While, Inayah and Lisdawati (2007) also found that students who experienced difficulty with speaking often had low motivation and self – confidence. They added that those reasons led students who had difficulties in speaking and made them reluctant to take bigger effort to learn. Then, creating fun learning that can give students a lot of chance to speak is the only way to help students improve their English speaking competency. It becomes teachers’ task to be creative in creating learning activity in the class.

In creating learning activity for students, teachers are challenged to be able to employ technology in teaching to fulfill the need of education 4.0. According to Angelinawati (2018), English teacher should have access to technology-oriented professional development, and be able to teach and share knowledge through current ICT and social media communicatively and intellectually. Afrianto (2018) emphasized that English teachers in dealing with education 4.0 need to combine offline learning mode with online (blended learning/hybrid learning). He suggested that in teaching, teachers can employ some online applications such as Google Classroom, Ruang guru, Quipper, Zenius, and other similar applications to enhance students learning their target language. Besides, teachers may use some social media platform such as YouTube, Instagram, Whatsapp, as well as Line.

Youtube is one of online application that can be used in teaching language especially English. Almurashi (2016) stated that, the use of YouTube in teaching, plays a leading role in helping learners to understand the target language. YouTube provides students with everyday videos and authentic situations that can help students to have better understanding in learning language. According to Mannes (2004), learners can obtain a positive guidance when they watch authentic and real – life clips. As Youtube provides learners with authentic situation that they can see from video, it gives students an easy way to learn English. Students can see directly the examples how English vocabularies are used in daily communication.

One kind of teaching English activity that can be employed through YouTube is by making Video blogging. According to Baran (2007), Vlog is one of media latest technologies that open new ways of communication through public created media. It allows learners to upload or watch online material to be delivered. In this case, teachers can ask students to practice their English even outside of the class by making video blogging. Rakhmanina and Kusumaningrum (2017) suggested that teacher needs to use video blogging especially in teaching speaking in order to increase students' talk time. Therefore, the students could practice their English without worrying about the limitation of the time. By using video blogging, learners can practice their speaking as many as they need.

The learning media will successfully help students in learning English especially speaking if the learning media can improve not only students' cognitive aspects in which in this case is students' speaking competency but also non – cognitive aspects. It is because non – cognitive skills can reinforce cognitive skills. Gabrieli et al. (2015) found that, students with stronger non – cognitive skills also demonstrate higher academic achievement throughout the schooling process. It can be said that by having non - cognitive skill, it can help the students gain their success in learning. Based on Yang (2014), non- cognitive skills consist of intrapersonal skills and interpersonal skills. According to Yang (2014) intrapersonal skills refer to motivation, resilience, time management, self-control, self-efficacy, optimism, and emotional stability. Interpersonal skills include teamwork, communication, negotiation, and relationship building.

One of these influential non - cognitive aspects that need to be considered by teachers in teaching speaking is self - efficacy. Self- efficacy is individual beliefs on his/her skill in learning in which it can influence people feeling. Bandura (1977) defined that self-efficacy is a person's beliefs concerning his or her ability to successfully perform a given task. Self-efficacy can influence the course of action pursued by an individual, the amount of effort they expend, their resilience, as well as their persistence in the face of obstacles (Bandura 1977). In another word, learners with high self- efficacy will do more effort in learning. Besides, these kinds of learners will be willing to take a challenging task. It is because they have positive mind on themselves that they can solve every single

problem in learning. It will make learners easier get better achievement in learning.

Aqil (2018) conducted a research about video blogging in teaching recount text for Junior high school students. He found that video blogging could make the students easier to learn recount text. It could improve students speaking competency. Meanwhile, Astriana et. Al, (2019) conducted a study about video blogging in teaching speaking for senior high school, found that video blogging can assist senior high school students to improve their speaking fluency. They suggested that, it was needed to have further research to analyse the effect of video blogging on students' speaking competency and students' self- efficacy especially in others level of education. It was recommended to be done in order to know whether video blogging is appropriate to be employed in all level of education or not.

Due to the other researchers' suggestion, the researcher decided to conduct similar study in order to examine whether video blogging also can help students to improve their speaking competency and self – efficacy. To the best of my knowledge, few researchers have conducted a study about the effect of video blogging on students' speaking competency and self – efficacy in tertiary level, therefore, the researcher decided to conduct this study. Further, this study examines the effect of video blogging on college students' speaking competency and self-efficacy of the first semester students of Wearnes Education Center Bali.

The researcher chose Wearnes Education Center Bali because English was taught focusing more on students' speaking competency rather than other skills

## **1.2 Problem Identification**

Based on the research background, it could be identified several problems. First, Abrar et al., (2018) conducted a research in Jambi University found that many learners could not communicate in English. They found that the most challenging language skill learned by the learner was speaking. Second, in creating learning activity for students, teachers are challenged to be able to employ technology in teaching to fulfil the need of education 4.0. In this case, English teachers in dealing with education 4.0 need to combine offline learning mode with online (blended learning/hybrid learning). Third, in teaching by using media, it was expected that the learning media can improve not only students' cognitive aspects in which in this case is students' speaking competency but also non – cognitive aspects in order to make the students can improve their learning outcomes.

## **1.3 Research questions**

In relation to the previous rationale, the problem of the research can be formulated as follows.



1. Is there any significant effect of video blogging on the speaking competency of Wearnes Education Center students?
2. Is there any significant effect of video blogging on the self – efficacy toward of Wearnes Education Center students?
3. How does video blogging influence teaching and learning process?

#### **1.4 Research Objectives**

Based on the research above, the purposes of this research can be formulated as follows:

1. General: to analyse the effect of using video blogging as teaching strategy in teaching speaking on the speaking competency and self – efficacy of Wearnes Education students.
2. Specific:
  - a. To examine whether there is significant effect of video blogging in teaching speaking on the speaking competency of Wearnes Education students.
  - b. To examine whether there is significant effect of video blogging in teaching speaking on the self – efficacy of Wearnes Education Students.
  - c. To describe how Video – Blogging influences the teaching and learning process.

### **1.5 Significances of the Study**

Theoretically, this research is expected to provide relevant empirical account that can support theories and empirics to the developed and applied video blogging strategy in teaching speaking. Since there are still limited studies on this topic, the research is expected to give input and insight as a variety of academic information on English as foreign language teaching study.

The practical benefits expected from this study can be viewed from educational aspect. By providing the information about video blogging as a mean in teaching speaking, it is expected that the researcher can give significant information to the teacher about video blogging especially in term of the effect toward students' speaking competency and self - efficacy.

Finally, since the research on the language teaching, especially on the effect of using video blogging in teaching speaking, the research is expected to be used as a foundation to do further similar research in language teaching.

### **1.6 Limitation of the problems**

The scope of the study is testing the effect of video blogging in teaching speaking specifically and video blogging generally for Wearnes Education Students. This study is limited on the effect of video blogging on students' speaking competency and self-efficacy in speaking. This research was done for the first semester of Wearnes Education Students in the academic year 2019/2020. The topics were chosen because the researcher would like to know whether



there is significant effect on students' speaking competency and self – efficacy in speaking.

