

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this research, including background of study, formulation of research problem, purpose of study, formulation of hypothesis, significance of study, scope and limitation of the study, and definition of key terms.

A. Background of Study

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246). Of all the English basic skills, speaking is the most important aspect to have communication with other people. Speaking ability is very important to have good communication, especially in international communication.

“Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” Chaney in Kayi (1998). To make communication well, speaker should be accurate, fluent, and comprehend in speaking. In order that the listener gets what the speaker really means. And before speaking, speaker needs to consider some points. For students who learn English as second language, speaking is still the problem for

them. It is supported by Pollard (2008:33) Speaking is one of the most difficult aspects for students to master. Students are confused in what they should say.

They have topic to be spoken but they do not really sure with the structure that is used in speaking. Because of that, students are afraid in making mistakes when they speak. The students are able to speak but they speak by using Indonesian structure. It is also caused misunderstanding for the listener. In fact, speaking activities do not work as well as the expectation. Many difficulties in speaking as said by Paakki (2013:61) “other difficult aspects of speaking in English were making sense of English such as: syntax, grammar, vocabulary, remembering the sense the word order...” To make oral performance easier as well, one of the characteristics should be considered.

As the improvement of technology, today it becomes easier to help students in engaging their objectives in learning whether in classroom or at the outside. This changes make students can get the education efficiently without wasting much time and money. The use of social media intensify students’ interest because almost all of students has an account at each of the popular social media networks such as Facebook, Instagram, Twitter and etc. This should be recognized by the educators as the big opportunities again students to engage their interest in enhancing their understanding in learning EFL.

Currently, the world is feeling the impact of the Covid 19 pandemic, one of which is within the education sector. Educators must be ready to make sure that teaching, and learning activities continue, while students are at home. Online learning is an alternate that may be used in the educational process as an

innovative use of recent media. One of the educational concepts can be done using social media Instagram. “Instagram is a social network based around sharing pictures and fifteen-second videos which can be posted to the social media sites” Blair&Serafini (2014). Instagram has some features that can support in learning such as: posting photos or videos, users also is able to give comment in others user’s posting, and users can use hastag for grouping their posting. So users can share, learn, and discuss knowledge with the other people. Although Instagram has limit service but it can be a good platform in learning. “It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos” Hu (2014).

Instagram can support learning process with its features. In addition, using Instagram in preparing speaking can help students who get difficulties in vocabulary, grammatical, and pronunciation. And also it helps students create a social connected community. The social connected community will be done through like and comment activity. “By using Instagram teacher can promote activities to develop and increase their motivation to speak English better” Handayani (2016). Instagram is also one of the social media that is known well by the youth and adult. It was very easy for students in learning language exactly speaking by using Social Media that they always use in their daily. Learners can do many activities for preparing the speaking well. Learner can post their description about some places. And other learner would be comment on the posting about the error the speaker made. Example like, other students comment

about the structure used and the pronunciation. Other sides, teacher can post the vocabularies that relate to the topic which will be discussed next meeting. So, students can learn before speaking. The other one, teacher also could post video which shows the pronunciation of the vocabulary or phrase well.

One of the activities utilizing Instagram is vlogging or video blogging. Vlogging activity involves users to record video of themselves to communicate information on a certain topic then upload it on Instagram. Video blog can be a media in learning English for EFL (English Foreign Learner). Vlog provides many benefits for students who learn English especially in learning speaking. When the students make a vlog, they increase their talk time. It means that their oral communication in English also increases. By habituating speaking English, the students improve their pronunciation, vocabulary mastery, grammar, self-confidence, and their fluency. Vlog provides a platform in increasing English skill outside school, so that the students gain additional practices independently. Besides they can improve their English skills and competencies, they also can monitor their own speaking. By re-watching their own video, perhaps they can notice their own mistake and error so that they can correct their own error and mistake. After uploading their vlog, the students can get a feedback from their viewers.

Some researchers like Wulandari (2019) and Trisilia Devana & Nurul Afifah (2020) have been conducted a study related to social media. The findings of the current study showed that social networks can be very effective and successful in the teaching of language features. On the other side, their studies

are almost the same in the sense both of them have positive effect when using this technique. Wulandari focused on speaking proficiency. On the other hand Trisilia Devana & Nurul Afifah focused on enhancing students' speaking skill and motivation. Based on the statements above, vlog can be applied in teaching speaking activity. By applying that strategy, it can be increased toward students' in speaking English because by this treatment, the students feel more fun and enjoy to learning English. Those previous study become the reference for the researcher in comparing between those previous studies with the researcher study conducted in this time. Some differences emerge between this study and the previous studies stated above such as the method, the kind of text used by the researcher, and the grade of the students. However, the similarity found in the objective of the research in which the researcher intended to know how the student who is taught by using Instagram vlog and using conventional method affect students' speaking achievement.

Based on the background above, the researcher wants to conduct research, titled: The Effectiveness of Using Instagram Vlog Toward The Students' Speaking Skill of The Eight Graders at MTs Imam Al Ghozali Tulungagung.

B. Formulation of the Research Question

Based on the background above, the research question is formulated as follow: Is there any significant difference scores on students' speaking skill

before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung?

C. Purpose of the Study

Based on the research question, the study intend: To verify significant difference scores on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung

D. Formulation of Hypothesis

In short, a hypothesis means a prediction of a problem or an alleged relationship between two or more variables. There are two kinds of hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). Both state a different thing. H_0 states negative, while H_a states positive. Based on the research objectives above, the hypothesis is:

1. Null Hypothesis (H_0): There is no significant difference on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung.
2. Alternative Hypothesis (H_a): There is a significant difference on students' speaking skill before and after taught by using Instagram vlog of the eight graders at MTs Imam Al Ghozali Tulungagung.

E. Significance of the Study

This research will give benefit for teachers, students, and future researchers:

1. Teachers

This research will be used in the implementation and the positive effect of Instagram log in teaching speaking. Furthermore, the teachers will know how to use the suitable media to support their teaching and learning process.

2. Students

After the English teachers use integral log in teaching speaking, the students can improve their performance better in speaking skill class. And the students can more be active and participate when they are learning speaking.

3. The Next Researcher

This study can give contribution to the next researcher especially for enriching references with the effect of Instagram vlog in teaching speaking.

F. Scope and Limitation of the Study

To avoid misunderstandings about what the authors have previously described, the authors limit the scope of the research to be more detailed and focused. This study only focuses on the effectiveness of using Instagram vlog toward the students' speaking skill. The research only focuses on Speaking skill that exists on the Instagram vlog application. This research conducted at MTs

Imam Al Ghozali Tulungagung. Thus the results of this study applied in other junior high school (SMP), especially in the eight graders MTs Imam Al Ghozali Tulungagung as the population of this study.

G. Definitions of Key Terms

To make it easier for readers to understand this research, the researcher provided definitions of key terms that are important to understand. The definitions of the key terms are:

1. Speaking skill

Speaking in linguistics term has various definition. In Hornby, speaking means saying something to express ideas and opinion. According to Kushartanti (2005:32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion. In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or learners' skill in carrying out a conversation and interacting orally in that language.

2. Instagram

Instagram is a social application that is popular among smartphone users. The name Instagram is taken from the word "Insta" which originated as "Instant" and "gram" from the word "telegram". So Instagram is a combination of Instant-Telegram words. From the use of the word can be interpreted as an application to send information quickly, namely in the

form of photos in the form of managing photos, editing photos, and sharing to other social networks.

3. Vlog

A vlog is a video blog post. The term can also refer to a blog made up entirely of video blog posts (Gunelius, 2016). Vlog posts are created by creating a video of yourself or an event, uploading it to the Internet and publishing it within a post on your blog. In the early days of blogging, vlogs were called podcasts, a term that was used to refer to both audio and video blog posts. Today the two have adopted their own distinct nomenclature.