

CHAPTER I

INTRODUCTION

The researcher provides an explanation of the background of research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitations of the research, and definitions of key terms in this chapter.

A. Background of The Research

In the era of globalization, language development is increasingly rapid, English is the most widely used language in international communication. English is often considered a second or even foreign language in some countries, which can make learning and mastering the language a challenge. As a result, language learners are expected to master the four main skills of speaking, listening, reading and writing. While all of these skills are important, speaking is one of the most important as it serves as an effective means of communication. Speaking can also be considered as the end result of the language learning process, because basically, language is used as a means of communication. In addition, speaking skills require students to not only understand the messages conveyed by others, but also provide appropriate responses and responses effectively, so it can be called a complete communication.

Speaking is one aspect of English learning that is important to master. Speaking skills become one of the main competencies in learning English. Fitriani, Apriliawati, & Wardah (2015) state that the success of language

learning lies in speaking ability, which is assessed by how well learners perform in using the language they learn. Speaking ability shows the extent to which mastery of the language is required. English itself acts as a communication tool that connects people from various countries in the world, so it cannot be separated from daily interactions. The main goal of teaching English is for students to be able to communicate effectively and appropriately using English (Davies & Pearse, 2000). According to Bailey and Savage (1994), of the four language skills, speaking skills are the most important. They explain that in speaking, when individuals communicate with each other, language is needed to understand the thoughts, feelings, or intentions that the speaker wants to convey. Nunan (2003:48) states that speaking is an aural/spoken productive skill that involves the systematic production of verbal utterances to communicate meaning.

Speaking skill is a fundamental component of language proficiency and a primary indicator of communicative competence. It involves not only linguistic knowledge but also the ability to use language appropriately in various contexts. Developing speaking skills requires more than understanding grammar and vocabulary; it necessitates practice in real-life communication situations. In Indonesian educational settings, students often have limited opportunities to practice speaking English outside the classroom. This lack of practice can lead to anxiety and low confidence when speaking. Traditional teaching methods may focus heavily on reading and writing, neglecting the oral aspects of language learning. The incorporation of multimedia resources like

YouTube vlogs can provide a solution to this problem. By exposing students to conversational English and diverse accents, they can improve their pronunciation, grammar, vocabulary, fluency.

In the context of learning, one of the media offered by YouTube platform is vlog or video blog. Video blogging is a video recording of daily activities, feelings, thoughts, and unforgettable moments such as special moments. In making a video blog is quite easy, the way we can make it whenever and wherever we want or like documenting ourselves in everyday life using a mobile phone camera or other tools to record activities that will be used as a video blog. The term "vlog" itself is a combination of the words "video" and "blog", which is utilised by users in creating, publishing, and viewing videos that discuss many aspects of lifestyle (Anil, 2016). Vlogging is the practice of taking and sharing videos that specifically feature vloggers or people who record or film themselves. Baran (2007) states that vlogging has the capacity to fulfil the learning needs of students who are surrounded by highly dynamic and interactive technology. Vlogging is interpreted as an emerging tool on the internet and a popular trend on social media. According to Young & West (2018) vlogging is used as a social media-based oral communication medium. In addition, vlogging has the capacity to increase the quantity and quality of language practice by providing more opportunities to speak to increase learner awareness.

There are several factors that make it difficult for students to speak English in the learning process. They face challenges in pronunciation, fluency,

vocabulary and comprehension when communicating with others. As a result, they cannot actively participate in learning English speaking skills. Almost all students are afraid of oral tests, and they still feel nervous and shy when they want to express something. In addition, they lack confidence and have low self-awareness. Students are also not fluent in speaking English and tend to be lazy when learning it. Lack of motivation to speak English and not being used to using English at school also become obstacles. There are also some difficulties that students experience in speaking, such as fear of making mistakes, embarrassment, anxiety, and lack of self-confidence (Al-Nakhalah, 2016, p. 96).

Based on this explanation, students need to develop their speaking skills. Students need the right means to express their desires and feelings, especially when their verbal communication skills are inadequate. As explained by Hamidjojo in Arsyad (2013:4), by applying the communicative language learning model, teachers can help students build their knowledge by providing real exercises that prepare them to interact in daily life conversations. On the other hand, learning strategies only serve to support the learning process, but cannot replace the role of the teacher. Their implementation requires creativity from the teacher, who needs to explore new ideas and approaches in presenting and discussing the subject matter using various tactics to achieve the expected results. There are many alternative methods for teaching speaking that can make the classroom atmosphere more enjoyable.

In this study, researchers tried to use johnny communication center youtube vlog to enhance students' speaking skills. Researchers chose youtube vlog from johnny communication center because this vlog is easy to understand and also very suitable for Gen Z who are admiring korean boy band members today. Vlogs are videos uploaded on youtube and made as interesting as possible. Vloggers usually share their daily activities, as well as the Johnny Communication Center (JCC), a vlog owned by johnny, a member of the korean boy group, NCT. As the name implies, this vlog features Johnny's activities, from his daily routine to the various events he hosts or attends. This vlog can be a learning tool for NCT fans known as NCTZen, especially those who do not have English as their primary language. In Johnny's vlogs, he features various activities with other NCT members, such as cooking while talking, doing Muay Thai, Yoga, or trying new things that he has never done. Although Johnny is a Korean idol, he is actually an American citizen, having grown up in Chicago, USA, so he is fluent in English. All of JCC's videos are presented in English, making them appealing to student who want to increase their speaking. JCC's content is very relevant to everyday activities, so the vocabulary used tends to be simple and easy to remember.

There are several previous studies that have been conducted on the use of vlogs on youtube to enhance students' speaking skills. The first relevant study was conducted by Asmaul Qonitah, (2023) in her thesis entitled “The Use of Johnny Communication Center Youtube Video Blogger (Vlog) in Learning Vocabulary for Young NCTZens” show that most of the respondents gave their

positive responses to the effectiveness of JCC Content. The second research was done by Henndy Alif Admaja, (2024) in his thesis entitled “The Effectiveness of Using Youtube Vlog Video on The Seventh Grade Student Listening Skills” the utilization of the YouTube vlog video strategy is effective in teaching listening skills. The third by Anisa Yuniarti, in her thesis entitled “The Effectiveness of "Kampung Inggris Language Center" YouTube Channel in Teaching Grammar at SMA Muhammadiyah 1 Ponorogo in Academic Year 2019/2020” show that there was a significant difference between the grammar skills of students who were taught using the media of YouTube Channel Kampung Inggris Language Center and those who did not use the media of YouTube Channel Kampung Inggris Language Center at SMA Muhammadiyah 1 Ponorogo.

Based on some of the previous studies above, it can be concluded that there have been many studies on the effectiveness of learning media using YouTube applications in teaching language skill to students, but in this study researchers used more specific media, namely YouTube vlog from Johnny communication center and used in class VII as a determinant of grade level because it is still limited. Researchers want to know whether students' mastery in speaking English by using Johnny communication center vlog learning media on YouTube is effective or not to be applied in junior high schools using a quasi-experimental design. The purpose of this study was to determine the effectiveness of YouTube media vlog Johnny communication center on students' speaking skills at MTs PSM Jeli. Therefore, researchers are interested

in taking the title: The effectiveness of Johnny Communication Center (JCC) youtube vlog on students' speaking skills at MTs PSM Jeli Karangrejo.

B. Formulation of Research Problem

Based on the research background of the study, the research problems of this study is formulated as follows: Is there any significant different scores on students' speaking skills who were taught with and without using vlog from youtube Johnny communication center at MTs PSM Jeli?

C. Research Objective

Based on the formulation of the research problem, the objective of the research can be formulated as follow: To find out significant differences in the scores on students' speaking skills with and without using vlog from youtube Johnny communication center at MTs PSM Jeli.

D. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this case, researchers used two kinds of hypotheses formulated to be tested, namely the null hypothesis (H_0) and the alternative hypothesis (H_a).

1. Null Hypothesis (H_0)

There is no significant difference in the scores on students' speaking skills with and without using vlog from youtube Johnny communication center at MTs PSM Jeli.

2. Alternative Hypothesis (Ha)

There is no significant difference in the scores on students' speaking skills with and without using vlog from youtube Johnny communication center at MTs PSM Jeli.

E. Significance of the Study

The significance of this study can contribute some benefits to students, teachers and others researcher are:

1. Teacher

For teachers, this research has a positive impact, one of which is helping teachers to be motivated in applying learning strategies using vlog media that can be seen through YouTube applications to be applied in teaching English speaking.

2. Student

After implementing the use of vlogs from youtube Johnny communication center students can improve their speaking skills and is expected to facilitate students in achieving English learning objectives.

3. Other Researcher

The researcher hopes that the results of this study can provide benefits for other researchers and become an appropriate reference for those who will conduct research.

F. Scope and Limitation of the study

The scope of the research was limited to investigate a few things. The researcher only focuses on the case to be investigated in this study. This research is limited to the use of vlog media on YouTube to mastering students' speaking skills. Then, the limitation of this research specifically observes seven grade students at MTs PSM Jeli Karangrejo.

G. Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, the researcher defines several terms as follows:

1. Effectiveness

Effectiveness can be interpreted as the level of success achieved in accordance with the objectives, namely from the application of a method or learning media as measured by student learning outcomes. If student learning outcomes have increased then the model or learning media is called effective, and vice versa if student learning outcomes have not increased or even decreased then the model or learning media is called ineffective.

2. YouTube

Youtube is an online social media application site that is used to create video content that will be used for this research, because it provides complete examples of vlog videos in English. So it is effectively used as a medium in this study.

3. Vlog (Video Blog)

A vlog is a blog video or self-documentary video uploaded on YouTube. Vlog is also a form of daily activities carried out by several people with their own goals. Vlogging is a video blogging medium that combines film, sound, images, and text. Most vloggers describe various topics, such as hobbies, tips, short speeches, and so on. This is one of the reasons why vlogs are often referred to as from online media.

4. Speaking Skill

Speaking is one of the productive skills in oral form which is a way of communicating to convey information and express ideas, opinions, feelings and thoughts that can be understood by speakers and listeners so that interaction occurs.