

CHAPTER I

INTRODUCTION

This section contains of five parts: background of the study, research focus, purpose of the study, significance of the study, and definition of key terms.

A. Background of the Study

In the modern era, speaking skills are recognized as a pivotal component that underpins effective communication. Zuhriyah (2017) mentioned that speaking serves as a means for individuals to express themselves and interact with others. Similarly, Argawati (2014) describes speaking as a form of activity utilized by a person to engage in communication with others. In line with that, speaking allows us to access a wide range of information from everywhere and at all times since we may learn by engaging with one another. Amoah & Yeboah (2021), stated that the ability to speak fluently in English is not only a marker of language proficiency but also a critical tool for academic and professional success. In Academic especially at school, speaking skills are crucial because they play a central role in students' learning and development. This ability of speaking not only helps students understand the content often delivered in English but also prepares them to compete on a global scale. Rao (2019) mentions that speaking skill enables students to actively participate in class discussions, presentations, and group activities, all of which are essential components of modern education. Overall, speaking skill are essential for personal, academic, and personal growth.

However, field observations indicate that speaking is often considered one of the most challenging skills for English learners to master. Miranda et al. (2024) mention that speaking is among the most challenging skills that language learners must tackle. Despite many years of studying the language, learners often struggle to speak effectively in real-time situations when required. Based on Permatasari (2013), most students are passive in speaking activity. The issue emerges when students are unwilling to speak for various reasons. The fear making mistakes and lack confidence when speaking in front of others. As a result, they become passive learners and struggle to articulate their ideas. This situation hinders significant improvement in their speaking skill. Those issues can be identified by looking at how the classroom teaching learning in process is going. How the teacher manages the classroom learning activities, including the method applied and classroom management. Regretfully, much of high school tend to be monotonous and traditional. Many educators still instruct students using old methods Emaliana (2017). Students are typically required to speak about topics provided by the teacher or taken from the textbook. They often just imitated and learn what is already presented in the book. These activities result in students feeling bored and lacking motivation to develop their own ideas while learning English. Overall, the lack of variety in classroom activities led to inadequate speaking performance among students.

Innovative and interactive teaching approaches are needed to address several challenges among students. Project-Based Learning (PjBL) and Video

Blogging (VLOG) present promising alternatives to traditional methods. There is some research related to the Project-Based Learning (PjBL) and Video Blogging (VLOG). Firstly, the research of Kartikasari (2018) focuses on observing the learning process in the classroom and evaluating the outcomes of the instruction provided. The study found that among seven groups, only one demonstrated very good speaking skills with clear pronunciation. Some groups effectively used vocabulary that was easily understandable to viewers. However, one group showed deficiencies in certain aspects of content and pronunciation. The study concludes that teachers can effectively implement Project-Based Learning (PjBL), enabling students to actively engage in the learning process, particularly in speaking skills, as evidenced by the outcomes of the students' video productions. Secondly, the study by Febianti et al. (2023) utilised a quasi-experimental design, employing oral tests administered before and after the treatment. The research investigated the progress of students' speaking skills following instruction using vlogs as a teaching medium at SMK Muhammadiyah Pagaralam. Data analysis revealed that students showed enhanced speaking skills after receiving instruction via vlogs. The findings indicated that students who were taught using PjBL and VLOG media experienced significant improvements in their speaking achievement. In line with that, Nugroho & Anugerahwati (2019) indicate that one of the innovative tools that can be integrated into PjBL is Video Blog (VLOG), which provides students with an engaging platform to practice speaking skills. By creating and presenting their own VLOGs, students can improve their fluency,

pronunciation, and confidence in using English. Project VLOGs come in various forms based on genre-based approaches, such as descriptive, narrative, and others. Qatrinada & Apoko (2024) show that one genre that is particularly interesting for EFL students is narrative. Narrative-based vlogs encourage creativity by allowing students to construct and express their own stories in a dynamic and engaging way.

Furthermore, Narrative Text plays a crucial role in language learning as it helps students develop storytelling abilities, coherence, and expressive communication. According to Kreminski et al. (2019) narrative text functions as used for narrating the events that transpire, whether singular or sequential, within the experiences of a single person or a group of people. Narrative texts typically consist of orientation, complication, resolution, and reorientation, which provide a framework for students to craft well-developed and impactful narratives.

Video Blog (VLOG) has become one of the most popular methods. Based on Kartikasari (2018) and Nugroho & Anugerahwati (2019), show that project vlog is an effective method to teach speaking skills. Vlogging helps reduce students' anxiety and nervousness when practising and speaking in front of a camera. Vlogging serves as an alternative method for boosting self-confidence and enhancing speaking skills. The researcher prefers using VLOG as a teaching medium to improve students' speaking performance, as Vlogs offer a variety of learning experiences. While previous research primarily focused on the final outcomes of implementing Project-Based Learning (PjBL)

and vlogs to enhance speaking skills, this study at SMAN 1 Parang will take a broader approach. In addition to examining the results, this research will also identify and address the obstacles faced by both teachers and students during the implementation process. The goal is to provide comprehensive insights and practical solutions in the use of PjBL and VLOG in teaching speaking skills in narrative text. Additionally, the unique educational and cultural setting of SMAN 1 Parang has not been explored in previous research, presenting an opportunity to investigate context-specific implementation strategies and outcomes. This study aims to fill these gaps by exploring how the use of PJBL and VLOG to teach speaking skills in the narrative text of eleventh-grade students of SMAN 1 Parang.

B. Research Focus

This study is focused to eleventh-grade students of SMAN 1 Parang. The findings and conclusions drawn from this research are specific to this group and may not be directly applicable to students in other grades or schools. The study employs Project-Based Learning (PjBL) and Video Blogging (VLOG) as the primary instructional strategies. The implementation of these methods is evaluated within the framework of this study, and the research does not explore other teaching methodologies for comparison. This study specifically focuses on teaching speaking skills. Other language skills such as listening, reading, and writing are not the primary focus of this research, although they may be indirectly impacted by the interventions used. By clearly defining these delimitations, this study maintains a focused and manageable

scope, ensuring that the research objectives are achievable within the specified parameters.

C. Purpose of the Study

1. To describe the Use of Project Based Learning and Video Blog (VLOG) to Teach Speaking Skill in Narrative Text for the Eleventh Grade Students of SMAN 1 Parang is.
2. To describe what obstacles are found in the Use of Project Based Learning and Video Blog (VLOG) to Teach Speaking Skill in Narrative Text for the Eleventh Grade Students of SMAN 1 Parang.
3. To describe what solutions are suggested in the Use of Project Based Learning and Video Blog (VLOG) to Teach Speaking Skill in Narrative Text for the Eleventh Grade Students of SMAN 1 Parang.

D. Significance of the Study

The writer aims for this study to provide numerous benefits to, students, teacher, and future researcher.

1. For students

The results of this study are expected to provide students with additional references for learning speaking skills in narrative text. It is anticipated that students will become more fluent in speaking during class activities through the use of Project-Based Learning (PBL) and vlogs.

2. For teacher

The findings are hoped to be beneficial and valuable, particularly for English teachers at SMAN 1 Parang, offering insights that can inform

their future teaching practices and help develop students' speaking skills more effectively.

3. For researcher

This research will provide insights into the implementation of PBL and vlogs for teaching students' speaking skills. Future researchers can use the findings to refine their ideas, explore other skills, and reference this research in their studies.

E. Definition of Key Terms

1. Speaking Skill

Speaking skill is communicating using correct grammar, vocabulary, and pronunciation. It also involves proper intonation and coherent expression of ideas.

2. Teaching Speaking

Teaching speaking is the process of imparting the skills necessary for verbal communication. It involves guiding students to use correct grammar, a broad vocabulary, accurate pronunciation, suitable intonation, and coherent expression of ideas.

3. Narrative Text

Narrative text is a type of text that tells a story, whether based on real events, fictional tales, or a combination of both. Its primary purpose is to entertain, inform, or convey a moral lesson.

4. Project Based Learning

Project Based Learning (PjBL) is an educational approach where students actively explore real-world problems and challenges by working on projects over extended periods.

5. Video Blog (VLOG)

A video blog, or vlog, is a form of blogging where the content is presented in video format rather than written text. Vloggers share experiences, opinions, and tutorials via recorded videos on platforms like YouTube or social media.