

CHAPTER 1

INTRODUCTION

This chapter contains explanation about: (1) Background of Study; (2) Definition of Key Terms; (3) Research Questions; (4) Objectives of Study; and (5) Significance of Study.

A. Background of Study

Learning is a dynamic process, and numerous factors can have an impact on the outcomes. Thus, the relevance of students' and teachers' attitudes toward the learning environment, as well as their internal and external motivation and expectations, may have a good or negative impact on the results of learning (Sen, 2013). To achieve the desired learning results, teaching requires a variety of activities, all of which give students a comprehensive and continuous perspective of the subject. While a student-centered learning style may involve more active tasks, like project creation, practical exercises, leading group work and discussion sessions, among others, a lecture-based learning approach emphasizes the theoretical teachings delivered by a teacher, since the start of the 20th century (Dewey, 2019). The term "student-centered learning" has been used to refer to a revitalization of teaching that uses a variety of strategies to emphasize learning as an active, collaborative, and inductive process (Hoidn, 2017). It has also been proposed that instructors' tactics should change and that they should move away from

their conventional roles as directors of instruction and toward a more participative intervention that fosters student autonomy (Camerino, 2019).

The conversation course plays a very important role in the teaching of English both nationally and internationally. In an increasingly developing era, which cannot be separated from the era of globalization in various areas of life, for example economically, socially and culturally, the ability to speak foreign languages is increasingly important. Since English is one of the most dominant and widely used international languages, it cannot be denied as an urgent need or highly desirable in the era of AEC (ASEAN Economic Community). Developments in information technology as well as economy and other aspects of life have led to critical and factual English language learners. Professionally they have mastered the field of profession they are involved in, but they realize that in terms of communication they have weaknesses, especially communication in English. Therefore, they know in detail the needs of learning English that they want, both in terms of content (learning content), techniques, teaching methods, and learning strategies that are effective for them in order to achieve the learning goals they want. In line with the increasingly critical English learners, as stated above, it provides new challenges for teachers and material developers can prepare teaching materials, really suit their needs.

The Indonesian government has implemented the 2013 curriculum which takes into account the condition of education in Indonesia and the needs of students. As well as to respond to global challenges that are

increasingly threatening the nation's children. Core competencies are highly implemented in the 2013 curriculum in order to provide good character in students, a harmonious synergy is needed between students, teachers and managers of educational institutions, in this case SMKN 1 Seruyan Tengah, which aims at core competencies in the 2013 curriculum. implement it correctly, effectively and successfully in order to improve the quality of students (Permatasari, Bachri, & Agung, 2015). The competencies related to religion and social are developed indirectly when students learn about knowledge and skills (Permatasari, Bachri, & Agung, 2015).

It is important that students acquire skills that will help them live and work successfully, master technology, teach critical thinking and solve problems, communicate and be able to do teamwork to be successful at work (Mardhiyah, 2021). A student must have skills, namely: (1) Critical thinking skills such as drawing the right conclusions based on evidence and reasons. (2) Collaborating skills, which refer to students being able to work together in solving problems and in answering questions. (3) Communication skills lead to students' ability to stir up thoughts. (4) Creativity and innovation skills refer to students' ability to solve complex problems based on synthesis. (5) Self-direction ability, in which students dare Takes responsibility for his own learning by determining the subjects to be taught and learning on his. (6) Global Connections stands for students who understand global issues. (7) Local connections that focus students on applying what they have learned to

local and community contexts. (8) The use of technology as a tool for learning (Maulani & Suwartono, 2020).

Speaking is one of the skills used in global operations. A person expresses his feelings, expresses his thoughts and realizes something. Therefore, speech is the language that English-speaking countries use to communicate with the rest of the world. This means that by speaking English, we can support the society to develop our human qualities. Many jobs require English language skills, especially English used as the language of international communication.

Meanwhile, on the other hand, ready-to-use teaching materials available on the market generally cannot accommodate the needs of English learners and are generally not in accordance with the characteristics, conditions and needs of students. This is very understandable because the development of English teaching materials should ideally be based on a very in-depth needs analysis process. This condition was responded very positively by several students from the English Language Education Study Program where several students attempted to develop Speaking materials as their thesis project. This shows positive development and movement in the context of thesis writing in the english curriculum.

Researchers are trying to solve this problem by adopting a project-based model to improve students' skills. The reason researchers apply the project based learning learning model, because in this learning model students not only understand the content, but also develop skills in students in

communicating, skills in critical thinking, skills in participating in groups, and skills in presenting. The purpose of applying the project based learning learning model is to improve student skills through project assignments so as to make students more active in solving problems in carrying out project assignments and during the learning process. The project assignments that students will work on in this lesson are in the form of vlog media. The researcher chose vlog media because it is very rarely used by people as a learning medium, because what has been seen so far is vlogs made as entertainment content that is not useful to many people. Based on the elaboration of this background, the researcher took the title "Application of the Vlog Video-Based Project-Based Learning Model to Improve Students' Skills in Learning Speaking". After these problems, the researchers wondered if it would be possible to improve students' skills using video models and what are the obstacles experienced in implementing the vlog-based project-based learning model in the Speaking course at SMK Negeri 1 Seruyan Tengah. The purpose of this research is to analyze the application of the vlog video-based project-based learning model in Speaking course at SMK Negeri 1 Seruyan Tengah.

Based on Vies Nada Adzandini's research (2019) entitled "Increasing student creativity in learning history using the Vlog Video-Based Project-Based Learning Model". The results of this study were from the first to the second cycle using a video vlog-based project-based learning model in class X IPS 1 Bandung Senior High School is going well which can be assessed by

the changes that lead to developments that occur in each indicator from the first cycle to the second cycle. second cycle. Students are able to provide many ideas and ideas during the process of making vlogs and students are also able to execute their ideas and ideas in their project assignments. The learning model is an approach that addresses a change in the behavior of students in an adaptive and generative manner as well as a learning model that is closely related to students and the method or style of teaching teachers known as the Style of learning and teaching (Hanafiah & Suhana, 2009, p. 41). A learning strategy is a plan or process used as a guide to organize teaching and learning in the classroom to help students achieve learning goals such as identifying books, movies, computers, etc (Yazidi, 2014). A learning model is a plan or model used as a guide for planning learning in the classroom. The learning process refers to practical learning, which includes learning objectives, stages of the learning process, learning environment and classroom management (Darmadi 2017). According to The George Lucas Educational Foundation Theory (Muniarti, 2014) Project-based learning refers to a learning style that requires content standards in the curriculum. In a project-based learning model, the inquiry process includes guiding questions and can guide students through collaborative projects. By showing them how to answer the questions directly, students see the various key components and principles of the subject being studied.

The emergence of the project-based learning learning model is actually inseparable from the theoretical principles put forward by the figures,

namely: 1. Piaget and Vygotsky, Piaget said that students' knowledge will develop when students dare to face new experiences that will build and modify initial knowledge, while Vygotsky is famous with social constructivism in constructing an individual's thinking is influenced by the social environment. 2. According to Dewey's theory presented by Klipatrick, project-based learning is an example of teacher-directed learning that shows learning that children can organize to learn. Project-based learning. This model is very suitable for language learning, because this teaching method enables the development of critical thinking and guides the preparation of tasks based on historical events. The structure used in story teaching is related to the life and environment of students so that teachers can instill values in students. (Mutawally, 2021).

For more effective teaching, students need more time to practice their speaking skills. Teachers must design appropriate instruction to improve students' speaking skills and language learning goals is to enable learners to communicate with others (Kayi, 2006). In connection with this phenomenon itself, researchers have the idea of developing students' speaking skills, including aspects such as motivation, learning styles, and design of teaching materials Consideration of students' needs. Teaching and learning English in the English classroom includes pronunciation, vocabulary, grammar, fluency and comprehension. To deal with this, teachers must be as creative as possible in providing opportunities for students to demonstrate and strengthen their speaking skills. To encourage students to practice English, teachers

sometimes have to ask students to have a speaking partner (Ariyanti, 2016, p. 31). In this case, researchers ensure the teaching and learning process uses project-based learning to improve students' speaking skills. Students can gain content knowledge and present new information through a variety of presentations. This is a learning strategy that will help you.

It is a learning style where problem solving is used as the first step to gain knowledge based on real work. According to the guide for using project-based learning, students' speaking skills are expected to improve over time. Project-based learning improves students' speaking skills as they collaborate to solve problems and create situations to respond by implementing projects. (Larmer, Mergendoller, & Boss, 2015), Project-based learning is designed to give students the opportunity to integrate knowledge from different fields and apply it effectively and creatively in real-world situations. This process improves students' knowledge and helps develop collaborative, communicative and independent learning skills, preparing them for lifelong learning and the challenges of the future. Studying in this program helps students solve language problems by providing them with activities that develop their thinking and inspire them to do something extraordinary. It provides real lessons in real situations, easily motivates and inspires students, and encourages real-life interaction. The content of the course is well known, so students must present the results of the project to their colleagues at the end. (Bok, 2007, p.6).

Project-based learning provides activities that allow students to improve their speaking skills in various learning area. Students can increase their vocabulary by studying multiple projects as a core activity, allowing them to approach topics and express their ideas with appropriate vocabulary and flexibility. (Banchi & Bell, 2008, p. 26). Project-based learning can improve students' grammar skills by doing multiple tasks using different structures, even on complex topics. Students are asked to prepare a project presentation to communicate and present the results of their project. You must be articulate when communicating ideas. Project-based learning uses learning keywords as vocabulary so that students can pronounce English words clearly enough. Students are guided to make their projects clear, focused and appropriate for their audience and goals. (Cameron, 2001, p. 231). Project-based learning uses key words as learning vocabulary so that students can speak English words easily. Students are guided to make their projects clear, focused and appropriate for their audience and goals. (Cameron, 2001, p. 231).

Vlog is a video-based and web-based communication and information medium that collaborates creativity, information and entertainment in one creation (Septa, 2017). Vlogs are also a fun medium to watch that involves creativity to create content that is interesting and relevant to today's generation. A vlog is a video in which there are opinions, stories, and daily activities that are usually written on a blog. This means that vlog activity is taking notes in the form of videos and publications on the internet and on

social media (Ruthelia, 2017). This research is useful for the development of science and the use of media in learning and can be a reference and input for other researchers.

Islam considers human efforts to study, observe, reflect, experiment, analyze, and comprehend revelation and the cosmos to constitute the origin of science. The Al-Qur'an provides guidelines on how to foster a mindset of scientific inquiry, including the idea that understanding of what exists in heaven and on earth can only be attained through the use of tools, as stated in QS Ar Rahman verse 33:

يَمْعَشَرَ الْجِنَّ وَالْإِنْسَ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ
وَالْأَرْضِ فَأَنْفُذُوا ۗ لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

The verse illustrates that this is one of the motivations behind scientists' efforts to conduct thorough scientific inquiries into everything on Earth (including living things and extinct species) as well as everything in the sky. The theme of the verse above is about the greatness of Allah and the blessings He gives to humans. This verse reminds people to be grateful for all of Allah's blessings and not to forget Him.

The connection between this verse and vlog speaking in English is that in making vlog speaking in English, one must also be grateful for the ability given by Allah SWT to be able to speak a foreign language. By being grateful, a person will be more enthusiastic and motivated to continue practicing and learning so that their ability to speak English gets better.

Apart from that, it also teaches the importance of sharing blessings with others. In an English vlog, someone can share their knowledge and experience in learning to speak English with other people through their vlog content. That way, they can also be an inspiration and provide benefits to other people. Allah's revelation in QS Al-Fushilat verse states that Islam encourages paying attention to significant natural and social events:

سَنُرِيهِمْ آيَاتِنَا فِي الْأَفَاقِ وَفِي أَنْفُسِهِمْ حَتَّىٰ يَنْبَيِّنَ لَهُمْ أَنَّهُ الْحَقُّ ۗ أَوَلَمْ
يَكْفِ بِرَبِّكَ أَنَّهُ عَلَىٰ كُلِّ شَيْءٍ شَهِيدٌ

The researcher decides that the study will take place at SMK Negeri 1 Seruyan Tengah because the school has been implementing Project-Based Learning. According to what the researcher saw while attending school, speaking education there is very exciting to study, and for project assignments, students are required to go directly into the field to uncover terms that are frequently used in different domains of employment.

Therefore, based on the background above, the researcher is interested in conducting research entitled **THE IMPLEMENTATION OF VLOG MODEL PROJECT-BASED LEARNING IN IMPROVING STUDENTS SPEAKING ABILITY AT SMKN 1 SERUYAN TENGAH**. The study will be conducted within 2024 time frame. For the purpose of gathering data, the researchers conducted in-depth interviews and conducted classroom observations.

B. Definition of Key Terms

1. Vlog

The process of using what you've learned to put into practice a new concept, strategy, or regimen of action with the expectation that it will change the learner is known as the application of learning. In this instance, the application refers to the use of the Hybrid Project-Based model in learning English with the intention of improving student outcomes. Vlog is a combination of the concepts of video and blog (Maldin, Reza, & Rezeki, 2018). In this study, researchers focused on how students can be creative in making vlogs.

2. Project-Based Learning

An instructional strategy known as project-based learning places a strong emphasis on the role of the student as an active learner who helps others to develop knowledge. Despite the benefits of hybrid learning being demonstrated by several studies, teachers and lecturers must choose the best design to achieve the desired learning outcomes. The competencies outlined in the learning objectives will be most effectively attained by students through a good and effective learning process. Hasnawati (2015) believes that an example of project-based learning is a learning activity and process in which attitudes, knowledge and skills are acquired.

Through the inquiries they make, the investigations they plan and conduct, and the products they create and present, students have the

opportunity to reveal aspects of themselves. The teacher's activities carried out by English teacher such as start with the essential questions, design a project, create a schedule, monitor the progress students, assess the outcome, and evaluate. The activities of the teacher in this study were teaching and learning activities that took place in grade XII APHP at SMKN 1 Seruyan Tengah every Thursday during the first period using the vlog model PjBL.

3. Speaking

Speaking is a useful skill for learning English. To do this, it is necessary to create a script that explains the meaning. Speaking is a shared meaning-making process that involves the production, reception and processing of information (Bailey, 2005, p. 2). Speaking, as defined above, is a collaborative process of creating and disseminating meaning, involving the production, reception and verbal processing of information using man-made speech symbols for the purpose of communication in various contexts. In this study, the researcher focused on all aspects of speaking in grade XII APHP at SMKN 1 Seruyan Tengah.

C. Research Questions

Based on the background described above, the author can formulate the problem formulation as follows:

1. How is the implementation of vlog model project-based learning in improving students speaking ability at SMKN 1 Seruyan Tengah?

2. What are the challenges in the implementation of vlog model project-based learning in improving students speaking ability at SMKN 1 Seruyan Tengah?

D. Objectives of Study

The objectives of this research are based on the problem formulation described above, namely:

1. To find out and analyze how the implementation of vlog model project-based learning in improving students speaking ability at SMKN 1 Seruyan Tengah
2. To find out and analyze what are the challenges in the implementation of vlog model project-based learning in improving students speaking ability at SMKN 1 Seruyan Tengah

E. Significance of Study

Apart from the objectives, the benefits of this research are as follows:

1. For Researcher

- a. By conducting this research the author gained experience and was able to apply the knowledge he had gained during his studies to deal with concrete problems that occurred in the field.
- b. As a comparative study between theoretical knowledge and practice in the field

2. For School

- a. For the school, it is hoped that this research can be used as input in improving the quality of education in schools.

3. For Other Parties

- a. As a good and useful scientific work for readers to increase insight and knowledge, especially those interested in the field of operational management.
- b. The results of this research can be used as a reference for further research.