

CHAPTER II

REVIEW OF RELATED LITERATURE

There were two parts that would be discussed in this chapter. They were previous research and theoretical review. In the previous research, the researcher discussed about the previous research that had been done by other researcher which related to the theory. In the theoretical review, the researcher discussed some theories and research studies which were relevant with the topic.

2.1 Previous Researches

In conducting this research, the researcher took some references from the previous research. The first research was from Lestari, (2019) the purposes of this research were: 1) to know how students' perspective on the use of video blog to improve speaking skill and 2) to study about what student's strategy in using video blog to improve speaking skill. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. The method of the research concerned to the students' perspective in the use of video blog and students' strategy to use it while the data came from the students' interview and observation. The result showed that students' perspective on the use of video blog to improve speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

The second research was from Kartikasari, (2018) this research aims to facilitate students to be active in speaking using English, in which it is hoped that the students produce a product as authentic evidence of students in speaking activity. The focus of this research is to see the learning process in the classroom

and the results of the learning that has been given. In addition, this research is designed to catch all the phenomena related to how teacher ran Project Based Learning in the class. For the first research question, the data is obtained through observation during the learning class using the field note as a note during teaching and learning while the data for the second research question is obtained through a VLOG or commonly known as Video Blogging made by the students in groups. The result showed that from those seven groups there was only one group that showed very good speaking skill with good pronunciation. For some groups, they were able to use vocabularies which were easily understood by the viewers. Unfortunately, there was one group that was lacking in some aspects of the value and the aspect of the pronunciation. It can be concluded that teachers can apply PBL properly and correctly so that it can facilitate students to play an active role in the learning process, especially in terms of speaking which can be seen from the results of the videos made by students.

The third research was from Riswandi, (2018) this study aims at (1) describing to what extent the use of Project-based Learning can improve the students' speaking skill and (2) describing the teaching and learning process when Project-Based Learning is implemented in the class. The subject of the study is the seventh-grade students of one of Junior High Schools in Surakarta. The method of the study was classroom action research with two cycles. Furthermore, the data were collected through speaking assessment. The finding showed that there was improvement in the students' speaking skill. Some aspects which are improved including students' fluency, vocabulary, pronunciation, grammar, and

comprehension. To conclude, PBL (Project-based learning) help student in improving their speaking skill.

The fourth research was from Kusumaningrum, (2017) the research is aimed at finding out: (1) the difference between video blogging strategy and expository strategy for teaching speaking; (2) the difference between students who have high and low motivation in speaking ability; and (3) the interaction between teaching strategies and motivation in teaching speaking. The population was all of the second semester in 2016/2017 academic year. Two out of four classes consisting of 25 students from each were taken as the sample by applying cluster random sampling. They were Class A as the experimental group and Class B as the control group. The experimental group was learning speaking using Videoblogging strategy, while the control group was learning using expository strategy. The writer analysed the speaking test scores of students who had high and low reading motivation in the experimental and control groups.

The fifth research was from Novita, (2017) this study aimed at improving speaking competency of the students using project-based learning. The subjects of this study were the eleventh grade API students of SMK Negeri 4 Bangli which consisted 25 students. The study was conducted by following the action research procedures and it was completed in two cycles. The result of the study showed that speaking competency of the students could be improved by using project-based learning. The result of post-test 2 proved that the students' mean score was 80 which significantly improved from the pre-test result that was 69. The class percentage of the students passing the test was 100% which was beyond the expectation which was 75%. Based on the questionnaire, the students

also had positive response towards the implementation of project-based learning. The result showed that learning English using project-based learning could improve their speaking competency in terms of fluency, pronunciation, grammar, and vocabulary.

The sixth research was from Robiasih, (2017) this paper aims to describe: (1) the implementation of Project-Based Learning (PBL) to improve students' speaking skill in SMK N 1 Bantul, (2) the strengths and challenges of the implementation of PBL. This study is an action research consisting of two cycles. The results showed that (1) many students have the opportunity to speak English during the PBL implementation; besides, the students' interest in learning English increased significantly, (2) the strengths of PBL implementation deals with team work as stimulation for interactions and students could integrate their language skill to social skill and technology. The project making also requires sufficient time. From the results and discussion, it can be concluded that PBL can be used as an alternative learning model since it supports not only language skill improvement but also social and technological skills integration.

The seventh research was from Lee, (2016). This study developed a project-based curriculum for the vocational high school students majored in food and beverage, and examined the effect of the curriculum on students' learning motivation and ability of problem solving by means of quasi-experimental method and qualitative analysis. The objects of this study are divided into treatment group and control group. The treatment-group students are given project-based teaching method and control group students are given traditional teaching method during four week period of courses. The research results showed project-based learning

not only could enhance vocational school students' learning motivation, but facilitate their problem-solving ability.

The next research was from Dewi, (2016) the research was done in six major steps: preliminary preparations, planning, acting, observing, reflecting, and evaluating of the results of the teaching-learning speaking process. The result from the first cycle was that the score for the researcher's participation at the end of the first cycle was 73%, which is categorized as good; while after the second cycle the score was 90%, which is categorized as very good. With regard to the students' participation, the percentage score after the first cycle was 70%, which is in the middle category. This increased significantly after the second cycle to 81% in the good category. Furthermore, the students' improvement in speaking skills can be proved by comparing the results from the pre-tests and the post-tests. Their average score pre-teaching was 67, and post-teaching after the first cycle it rose to 71. Moreover, after the second cycle the students' post-test result increased to 79. This means that the success indicator was reached. Consequently, PBL technique can improve the students' speaking skills.

The last research was from Radjab, (2013) the purpose of this study is to explain whether project-based learning can improve students' English speaking ability and to identify factors that influence changes in their language skills during project-based learning. This research was conducted with a class action research design for two cycles. The results of this study indicate an increased level of positive English proficiency. Their ability to speak English increased from 62.1 from before treatment to 65.73 in cycle 1 and beyond to 76 in cycle 2.

In this research, there were some differences and similarities between the previous researches with this research. The similarities of the research above were the use of project based learning and video vlog to improve speaking skill. The differences in this research with previous researches were the researcher focuses in using project based learning through video vlog to improve speaking skill in descriptive text, the location and the participants in this research were also different from the previous research.

2.2 Theoretical Review

2.2.1 Speaking

2.2.1.1 Definition of Speaking

There is a lot of definitions of the word of speaking that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as

the collaboration between two or more persons in the shared time and the shared context. According to Cameron (2001) speaking refers productive activity of language use to express and share meanings with others. Speaking is labeled as productive skill because a speaker actively produces language to make meaning.

Suryani (2011) stated that speaking is a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is a skill that needs practices. According to Scott Thornbury in his book entitled *How to Teach Speaking* "Speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum. Speaking is so much a part of daily life that it for granted. For a start, speaking is interactive and requires the ability to cooperate in the management of speaking turns".

Herbert in Richard and Renandya (2002: 201) says that speaking usually involves two or more people using language for interactional and transactional purpose. Speaking as a productive skill to put ideas or opinions about something into words. It means that the students are not only keep silent related to the material or teacher, but also should actively speaking to the teacher explanations. Here the teacher guided the students in order they can active in speaking skill. Communication in foreign language must have continuity in communicating.

Listyaning and Zulfa (2010) stated that speaking has gained primacy of status in language teaching and learning. It is a language productive skill which

requires direct response, spontaneity, and automatically, as the urgency of immediate response is there. There are particular natures of spoken form of language transient, oral channel, and silent.

2.2.1.2 The Aim of Speaking

Harmer (2001) stated that learners should know “language features” and the ability to process them in communication. If the speaker dominates these language features, will help learners to acquire successful communication goal. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Besides, the teacher should take into account learners’ interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al., 2015).

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk; and effective speakers should be

proficient by practicing. It shows that speaking is high risk activity that creates anxiety and causes learners worry about losing face.

2.2.1.3 The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking skill in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.

Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills

called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily

activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

2.2.1.4 Characteristics of Speaking

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So, they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking

such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So, learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

2.2.1.5 Types of Speaking

Before assessing speaking, we need to acknowledge five basic types of speaking. Brown and Abeywickrama (2010:184-185) propose five types of speaking as explained in the following:

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without

having to add extra explanation. What comes out from them is solely the information they hear. Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking. Students should be active in the classroom. They should reply to teachers' questions and comments.

4. Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

2.2.2 Descriptive Text

2.2.2.1 Definition of Descriptive Text

Kane (2005:352) states “description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception.” Gerot and Wignell (1995:208) define “descriptive text is kind of text which is aimed to describe a particular person, place or things. A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states, “The writer of description creates a word- picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.”

It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of character and personality. descriptive text is the text that describes something in order the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds.

2.2.2.2 Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, place, or thing. Furthermore, Siahaan (2013) defined descriptive text as a text which is intended to describe a particular person, place or thing. In which has

the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

2.2.2.3 Generic Structure of Descriptive Text

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description. Gerot and Peter (1994:208) mention that “there are two components in the descriptive text: first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics”. The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

Sudarwati and Eudia (2005:27) mention that “there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics”.

The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure. According to Pardiyo (2007: 33-56) the generic structure of descriptive text is identification and description.

2.2.2.4 Grammatical Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text. According to Djuhari (2007: 24-25) states the significant

lexicogrammatical features of descriptive text focus on specific nouns, use kinds of adjectives, use of relational process, use of figurative language, and use of simple present tense.

a. Focus on specific nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb. All nouns can be classified into two groups of nouns: common or proper. Examples: father, school, my dog, etc.

b. Use of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now. Examples: My classes begin at nine, I study for two hours every night.

c. Use kinds of adjectives

Adjectives a word that modifies a noun or noun phrase or describes its referent. Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean). Examples: three tall buildings, sharp white fang, four beautiful girls, etc.

d. Use of relational process

Relational process is concerned with being, possessing, or becoming. The relational process is either identifying or attributive. Examples: my car has four doors, my father is really handsome, my sister has red beautiful gown, etc.

e. Use of figurative language

Figurative language is used not in the ordinary literal sense but in an imaginative way. Examples: my throat is as dry as desert, her skin is white as cloud and smooth as water, etc.

f. Use of Action Verb

Action verb is a verb that expresses physical or mental action. The action verb tells us what the subject of our clause or sentence is doing- physically or mentally. Examples: Marie walked to school, our puppy bites our shoes, etc.

2.2.3 Project Based Learning

2.2.3.1 Definition of Project Based Learning

There are a lot of different definitions for project-based learning (PBL). According to Thomas (2010), it is a model that organises learning around projects. It is also defined as an interdisciplinary, student-center activity with a clearly defined project outcome (Han et al.,2015). PBL is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices (Kokatsaki et al.,2016).

Blumenfeld et al. (1991) describe PBL as a comprehensive approach to classroom teaching and learning that is designed to engage students in the investigation of real-world problems. There are two essential components of projects: 1) They require a driving question or problem that serves to organize the project activities 2) these activities should result in artifacts that culminate in a final product that addresses the driving question. The driving question

designed by students and/or teachers should not be so constrained that the outcomes are predetermined, leaving students with little room to develop their own approaches to answering the question. Students' freedom to generate artifacts is critical, because it is through this process that students construct their knowledge. Artifacts are concrete and explicit (e.g., a model, report, videotape, or computer program) representations of the students' problem solutions that reflect emergent states of knowledge. This allows others to provide feedback and permits learners to reflect on and extend their emergent knowledge and revise their artifacts. PBL also places students in realistic, contextualised problem-solving environments. In so doing, projects can serve to build bridges between phenomena in the classroom and real-life experiences; the questions and answers that arise in their daily enterprise are given value and are shown to be open to systematic inquiry. (Blumenfeld et al.,1991).

Project based learning focuses on the core concepts and principles of a discipline, facilitates to investigate, problem solving, and other meaningful tasks, student centered, and produce tangible products (Santayasa, 2006). In the application of project based learning there are several steps that must be applied therein. As an initial step in the implementation of project based learning is the fundamental question and for the result is the creation of a project work of the students. Project Based Learning model is a learning model that properly can be applied in the learning process, because project based learning model that is centered on the activities of learners during a learning process that will produce the product at the end of the lesson (Damayanti, Martha, & Gunatama, 2014).

Project-based Learning helps students develop skills for living in a knowledge-based and highly technological society. Solving highly complex problems requires students to have both fundamental skills and Digital Age skills. With this combination of skills, students become directors and managers of their learning, guided and mentored by a skilled lecturer. Therefore, Rochmahwati (2015:210) stated that Project-based Learning is important for several reasons, they are: Project-based Learning and the use of technology bring a new relevance to the learning at hand, Project-based Learning lends itself to authentic assessment, Project-based Learning promotes lifelong learning, and project-based Learning accommodates students with varying learning styles and differences.

Project Based Learning is instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. Fried-Booth (cited in Moss and duzer 1998:2) adds that Project Based Learning functions as a bridge between using English in class and using English in real life situations outside of class. It does this by placing learners in situations that require authentic use of language in order to communicate.

According to Moss and Duzer (1998: 2) Project Based Learning is also an instructional strategy in which students learn a range of skills and subject matter in the process of creating their own projects. Nevertheless, what is most important in Project Based Learning is that students learn in the process of making something. They work in groups and bring their own experiences, abilities, learning styles, and perspectives to the project.

2.2.3.2 The Function of Project Based Learning

The functions of Project based Learning are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a form of activity learning (Barrows, 2001). Beside that, the other functions of project based learning are to increase the students to solve the problems, to get knowledge and in the process of learning, to make student more active in the process of learning, to develop and increasing to finish their work, to increase collaboration, especially project based learning in group.

2.2.3.3 The Characteristics of Project Based Learning

Rochmahwati (2015) stated that there are four major characteristics of project based learning, they are self-responsibility for thinking and learning, awareness of social responsibility, thinking and acting from the scientific perspective but in a practical application, and relating both group process and product with professional practice. Beside the major characteristic of Project based learning, Project based Learning also has some common characteristics, first is centrality, it means that project based learning become centred in the process of learning, second is driving question, it means that project based learning focus in the question for student to looking for solution by the concept, third is constructive investigation (student develop their knowledge by doing investigation by itself or teacher as facilitator) then, autonomy is demanding students centered, student as problem solver from the problem will be discuss. The last is realisme, in this activity student focus on their work, this activity student can produce the professional work.

2.2.3.4 The Concept of Project Based Learning

Blumenfeld et al., (1991: 53) Project Based Learning develops students' skills in areas such as problem solving, critical thinking, visualizing, decision making, cross cultural understanding, and reasoning, as well as in written and oral communication. Students engaged in Project Based Learning take responsibility for their own learning and in so doing they become lifelong learners. They also develop better interpersonal and communication skills. Project Based Learning recognizes the varying abilities of the students, allowing them to draw from their individual strengths to work in areas of their own interest, thus giving them the opportunity to achieve at higher level.

A major goal of project based instruction is comprehensible output which generally occurs both during the project and as the final product of the project (Beckett, 2002: 54). In terms of the final product, Stoller (1997: 2) outlines several variations such as production projects, performance projects and organizational projects, all of which yield qualitatively different end products. Beckett, in her dissertation on 1999 (cited in beckett and Slater, 2005: 08), found that teachers reported having various goals for implementing projects in their ESL classrooms, enhancing cooperative learning skills, building decision making, critical thinking, and learning skills: and facilitating the language socialization of students into local academic and social cultures.

Project Based Learning allows instructor to teach the four cores of English skills (along with related cultural elements) while giving both instructors and students freedom in what project they choose and how they carry it out. It is advisable that teachers do not seize full control of projects but rather leave many

things to be determined by students (Alan and Stoller, 2005). In speaking skill, the Project Based Learning will be drive students to be more active in doing their speaking activity. The teacher will become facilitator in the class where the students will be the centered of the teaching and learning process.

2.2.3.5 Steps in Project Based Learning

There are six steps to project based learning according to (Educational Technology Division, 2006 :22-25):

a. Essential question

The question that will launch a project based learning lesson must be one that will engage students. It is greater than the task at hand. It is open-ended. It will pose a problem or a situation that students can tackle knowing that there is no one answer or solution to start off.

b. Design a Plan for the Project

When designing the project, it is essential to select content standard to be addressed. Involve students in the planning process. students feel ownership of the project when they have an active role in deciding activities. Based on the curriculum, select activities that support the question. Know that materials and resource to be made accessible to students. Be prepared to delve deeper into new topics and issues as students become more involved in pursuit of answer.

c. Create a schedule

Designing a timeline for project components. Realise that changes to the schedule will happen. Be flexible, but help student realise that the time will come when they need to finalise their thoughts, findings, and

evaluations. Allow students to go on new directions. Guide them they appear to be going in a direction that has no connection to the project. Help students to stay on course but don't accidentally set limitations.

d. Monitor Students and Project Progress

Facilitate the process and inculcate love for learning. Teach students how to work collaboratively. Designate fluid roles for group members. Let students choose their primary roles but assume responsibility and interactivity for other group roles. Remind students that every part of the process belongs to them and needs their total involvement. Provide resource, guidance and assess the process through creating team rubrics and project rubrics. Team rubrics state expectations of each team member while project rubrics refer to evaluation requirements of the projects. As such, these requirements must be made clear to students to ensure success in their projects.

e. Assess the Outcome

Assessment provides diagnostic feedback and helps educators set standard. It allows one to evaluate progress and to relate that progress to others. It gives students feedback on how well they need to improve on. Assessment also helps teachers design instruction to teach more effectively.

f. Evaluate the Experience

In the busy schedule of a school day, there is often little time for reflection. Reflection is a very important part of the learning process. set a time for reflection of daily activities.

2.2.3.6 The Advantages of Project Based Learning

Project-Based Learning offers many advantages and challenges when implemented in the learning process. There are some strategies to successfully meet these challenges. Based on Boss, Krajcik, and Patrick (1995), some of the advantages of the PBL technique in learning are:

1. Increase in motivation: learners can choose their own topics, the extent of content, and the presentation mode. Learners build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for learners.
2. Increase in problem-solving abilities: Project-Based Learning encourages learners to engage in complex and ill-defined contexts. From the beginning, learners identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, learners improve their problem-solving skills thereby developing their critical thinking skills.
3. Improves media research skills: Project-Based Learning provides a real world connection to context. Learners conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve.
4. Increases in collaboration: in the processing stages, learners create and organize their own groups. They share knowledge and collaboratively construct art facts. Through collaboration, they develop social communication skills and obtain multiple perspectives.

5. Increases in resource-management skills: successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.

In addition, several advantages of incorporating project work in second and foreign language settings have also been recommended by the other experts. Fried-Booth (2002) mentioned that the process leading to the end-product of project-work offers chances for learners to improve their confidence and independence. Stoller (2006) said that students exhibit increased self-esteem, and positive attitudes concerning with learning. Students' independence is improved especially when they are actively involved in project planning, for instance when they choose the topics of their project. A further commonly mentioned advantage relates to students' better social, cooperative skills, and group cohesiveness (Papagiannopoulos et al., 2000).

2.2.3.7 The Disadvantages of Project Based Learning

Grant (2002) state that besides Project based learning has advantages, but also has disadvantages in learning speaking skill. The disadvantages of Project based Learning are Project based Learning requires a lot of time that must be provided to solve complex problems, many parents of students who feel aggrieved, because it adds to the costs of entering the new system, applying Project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners, when the topic given to each group is different, it is feared that students cannot understand the topic entirely (Grant, 2002; Kurzel and Rath, 2007).

2.2.4 Video Vlog

2.2.4.1 Definition of Video Vlog

Vlogging is short for “video blog,” and blog is short for “web log.” In essence, a vlog is an online diary in video form. A number of notable vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening lesson in which authentic English realia is needed (Watkins & Wilkins, 2011). 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.

Vlog is one of media latest technologies that opened new ways of communication through public created media (Baran, 2007). It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students. If blog is writing some information sharing on a web page, but vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sounds) then upload or share on the social media platform as like YouTube, Facebook and others (Fiddan & Debbag, 2018). YouTube, which is one of these platforms is a video sharing website in which the people who form videos are included as users, that allows them to socialize through interacting other users (Burgess & Green 2009), allowing voting and comments (Chang & Lewis, 2011), allowing the followers to be more included in the lives of the users (Stever & Lawson, 2013). YouTube

is the website that hosts the highest number video blogs (35%) in comparison with the other video sharing sites (Mogallapu, 2011). Vlog defines as the video component that provide a series of online broadcasts which is allowing everyone to create and post content and consider it as video collections that serve both an as an audiovisual life documentary and as a vehicle for communication (Maulidah, 2018). Vlog is one of the famous websites in this century. There are many functions of using Vlog, for instance people use it to share their personal experiences, to give comments or opinion about certain topics, even to be a media in supporting the teaching and learning process (Anggraeni & Wulanjani, 2017).

2.2.4.2 Types of Video Vlog

There is a lot of variety in video blogging. Christopher Bingham (2005:14) conducted seven types of Vlog. There are:

a. Personal Vlog

Many vloggers talk about their lives. Personal content vlogs talk about problems, or new problems that others encounter. In essence, the attraction of this type of personal vlog is to foster a close bond with vlogger. They can express their lives with the life they have, give life lessons, or simply entertain viewers after the bad events experienced. The level of access given by vloggers to a close audience, some well-known vloggers document domestic life, past traumatic experiences and even sexy habits.

b. Humour

YouTube is an outstanding social media platform for comedians, and several others apply vlogging like being stand-up. Content in humour vlogs has a wide range, for example anecdotes, trending topics or just bullshit. Some vloggers comedy portray 'in character' as fictional or exaggerated versions of their own, and experiment with other conventional vlogging elements.

c. Fashion and Beauty

On YouTube, beauticians and fashionist, ranging from amateurs to professionals (best-selling magazines, fashion journalists, and bloggers) get very many viewers. The scale and format of vlog modes can range from simple verbal reviews to shoots that model new expenses, and often use editing and production techniques that resemble those seen in glamorous, advertising, or music videos.

d. Travel

Some of the most interesting trips in this decade are happening on the internet. Travel by creating a vlog with someone while exploring the world and offering new opportunities or things to travel. Modern explorers don't need to travel by carrying a lot of equipment and crew to create a vlog. The camera has been integrated into the smartphone.

e. Science and Education

Schools, charities and institutions have difficulty reaching young Internet users, but YouTuber does not, and some vloggers use Vlog to lead the educational revolution by making it accessible. Vloggers are complete this by breaking it down into easy-to-digest video learners, exciting discussions, making video films an impressive phenomenon, or just show enthusiasm. In the field of education, vlog can be used as a tool to help succeed learning in the classroom. Class structures that are not always attractive make educational vloggers create the gap by being themselves: excited, involved in videos and entertaining.

f. News and Commentary

Some vloggers talk about current phenomena, art or culture. Their videos can be broader, such as show or entertainment magazines, technology reviews, criticism films or new release charts. Some of the biggest channels on YouTube use the internet such as news site aggregators that will make news fun, interesting and digested. Vloggers can share on issues they consider important, or go into more detail than certain stories. Without standard rules in print or television news, they can speak according to their minds.

g. Experimental

It is important to remember that one of the good things about the internet is that there is no limit to what you can do or do. When vloggers have no plans to make a video, they experiment with

format, length, style, and content according to what they experience. Thousands of innovative vloggers combine facts with fiction without making a script first, or vloggers already has content from various fields every week. Most vloggers don't have managers, producers, or directors who tell them what to do, so they make what they want to make.

2.2.4.3 Advantages and Disadvantages of Video Vlog

Vlog have some advantages, such as vlog help students to improve their English speaking skill, students do better on storytelling, expressing ideas, and others, students could also be involved in vlog as project assignment (Rakhmanina and Kusumaningrum, 2017). This vlog project assignment fosters their personal communication skill on foreign language. Vlog in learning speaking have some weaknesses for some students, especially low motivated students. They are difficult to elaborate their ideas, thoughts and feeling, they tend to be p'assive and usually get the knowledge only from their teacher, they lack of awareness, courage and lazy to join the learning activity (Rakhmanina and Kusumaningrum, 2017).

Vlog provides information directly from native speakers because it is in form of video which is helpful. In addition, students can enjoy their learning through Vlog because it is more interactive, descriptive and more visual. Inadequate facilities also become the weakness of learning speaking by using vlog (Rakhmanina and Kusumaningrum, 2017). Students must have computer or smartphone to create and upload vlog and when the students want to upload a vlog, it requires a good internet connection.

2.3 Conceptual Framework

Speaking is an essential skill to be mastered in English language learning. Speaking is productive skill which can determine the success of language learning. Speaking is one of the four skills that the students should master in learning English as a compulsory subject in all levels of education. Many students regard speaking skill measurement of knowing a language. In reality, students are difficult to speak English, it happens because students do not master many vocabularies and the students feel bored with conventional learning process, so they do not have motivation to learn. Therefore, students need some media and appropriate technique to teach the students in the speaking skill.

In this case, the researcher will give appropriate technique by using Project Based Learning and Video Vlog as a media. PBL is a method that push the student too not only about absorbing the material but the student also have to produce something from the material they understood. This method will make the students pay more attention and enthusiasm for learning speaking skill so that they will be given opportunity to develop their ideas. Indeed, project based learning is a process of understanding, implementing and producing something when the students learn a material. Not only about how the learning method can improve the students speaking skill but also by producing something it will encourage the students' creativity. Project Based Learning model is a learning model that properly can be applied in the learning process, because project based learning model that is centered on the activities of learners during a learning process that will produce the product at the end of the

lesson. In order to help students in developing speaking skill especially in descriptive text, the teacher will have an appropriate media. One of media which can be used is Video Vlog because using Video Vlog is one of media latest technologies that opened new ways of communication through public created media. This is the new ways to train the student ability and build their confidence. Beside that, it can decrease the students anxiety and nervous when they have to practice and talking in front of the camera.

The research had been conducted as follows:

Figure 2.1 Schema of Conceptual Framework

