CHAPTER I

INTRODUCTION

This chapter presents a brief introduction of the research paper. In detail, it describes the background of the research, research questions, purpose of the research, scope of the research, significance of the research, research methodology, definition of key terms, and organization of the paper.

1.1 Background of the Research

Teaching English is not merely teaching how to read and understand the English textbook but also other English skills; listening, speaking, and writing. Speaking skill is an essential way to be successful in learning English. Brown (2001) stated that speaking is one of the important skills in language learning in the classroom. It means that students need to have speaking skill to mastery English language.

English language learning as foreign language in Indonesia has been taught since elementary school. In hope the students can master English when they graduate from school. Unfortunately, based on preliminary investigation in the class of eleventh grade students at one of senior high school before conducting the research, apparently there are some barriers that students face when they want to communicate in English. They do not have any vocabularies. Their pronunciation is bad and they have a fear in making mistake. Their barriers become the challenges for the teacher in teaching speaking in the class. As Nunan (1993) states that in English foreign language classroom, teacher has some challenges in

teaching oral skill namely lack of motivation, get students to speak, and the use of the first language.

When English teacher comes to focus on teaching speaking to their students who still lack of ability to communicate in English, teachers should be smart in stimulating oral interaction in the classroom. Teachers should create the situation that can facilitate in learning to speak in a foreign language. It can be created when students can actively engage in attempting to communicate (Nunan, 1991:51). An English class should become a place for students to practice their speaking skill, but in fact in this class the students did not practice it. Then the English teacher in this class still teaches speaking in traditional way, the teacher just gives dialogue without giving them context. The teacher did not give model how to speak in the class. During the interview with the English teacher, it was revealed that the teacher did not use media in teaching speaking. Therefore, the process of learning gets less response from the students because they tend to be bored. Students have less interest so the result of learning is not effective and monotonous.

To summarize, teaching of speaking skill in this class does not use any media. It prevents the students from getting models and the context in learning speaking so it needs method or technique which is along with the use of media. The use of media in teaching English as foreign language is very important because it can stimulate students' activity in teaching learning process. Adeyanju (1997) states that whenever teachers teach with some of learning aids, their students get more stimulated because the learning aids help students to become

more attentive. In addition, students have positive attitude that generate more interest for the material which is taught by teachers. As a result, students participate better in class activity.

Based on the problem above, the researcher tries to use instructional media which is audio visual aid in solving the problems in this class. It helps teacher to teach effectively. In addition, it improves students' motivation efficiently. Heinich et. Al (1985 p. 5) claims that instructional media as medium that is used in instruction to deliver material to the learners. It makes English language learning more interesting for students. According to Piaget (1989) the instructional media can comprise audio visual aids such as movies and television.

Audio visual aid in form of short film and video as media in teaching speaking can help the students to understand the context in language use itself. The majority of the film which comes from the English original life presents contemporary language and vocabulary. Then, short film and video can be used in the class which has limited time. In addition, it also makes students happy to learn language. According to King (2002) as cited in Sangkyoung (2006), the students' response was relatively positive in those motion pictures which are more dynamic and vivid than a text or a sound like recording in English foreign language classroom.

Previous research in language teaching that used the audiovisual method had been carried out by Guberina and Rivenc in the fifties in France. The used audiovisual in language teaching has attempted to place language learning into a simplified social context and to teach language from the outset as meaningful

spoken communication. In China, Hemei (1997) an English teacher at the Shanghai College has used this approach in the classroom for years, she has used video course which have proved successful for teaching English as foreign language in the classroom. Video which presents a wide range of communicative situations is used for oral practice in English teaching. It made students have a good comprehension in learning English language.

Based on the problems above, the researcher would like to reform the media usage in teaching speaking in the classroom. This media is expected to help in solving the problems.

1.2 Statement of Problems

In the research, the problems are focused on the following questions:

a. How can audio visual aids help the students to improve their speaking skill?

b. What is the students' response to the use of audio visual aids in teaching speaking?

1.3 Purpose of the Research

The purposes of the research are to find out the improvement of students' speaking skill through the use audio visual aid in the class and to identify students' response to the use of audio visual aid in teaching speaking.

1.4   Significance of the Research

The results of the research are expected to be reference for especially the next research. The research can also be useful and helpful source for the English teacher in teaching speaking by using audio visual aid in order to make the teaching learning process more interesting and interactive so that the students are facilitated to speak in the class. It enhances the students' experiences of the use of technology in language learning. Thus, the research also can improve English teaching learning process. It can develop the knowledge and alternative for teachers in improving their creativeness to manage the process of teaching speaking.

1.5   Scope of the Research

The research focuses on describing the use of audio visual aids in improving students' speaking skill. For the speaking skill, it only focuses on speech acts that script or improvise a conversation which involves a number of speech acts (Hughes, 2002: 51) such as asking and giving opinion, expressing pain and relief, and a request. Then, in testing speaking, there are only five aspects that are going to be tested. They are pronunciation, vocabulary, fluency, comprehension and grammar.

1.6   Research Method

1.6.1 Research Design

The research method used in the research is classroom action research to obtain solutions to a problem. In the research, researcher acted as observer and

teacher who was also helped by partners as the other observer. The research consists of some cycles. Each cycle implemented changes based on its findings. The amount of cycle in the research was three cycles. Each cycle consisted of planning, acting, observing, and reflecting. In classroom action research, the cycle will be stopped when some indicators have been reached. The research is expected to reach some progress in students' behavior especially in their speaking skill and also the score above *KKM* (*Kriteria Ketuntasan Minimum)* for 70% from the students' total of the class. The minimum completion score *(Kriteria Ketuntasan Minimum)* of the second grade in this school is 65. These indicators become the criteria of success of the research.

1.6.2 Research Site and Participant

The population of the research was second grade (XI IPA 4) at one of SMA in Bandung. The research was conducted in this class because it has the real problem in real classroom.

1.6.3 Data Collection

The instruments used in the research are:

1.6.3.1 Observation Form

Observation form was used to acquire information about teacher and students activity in the teaching learning process in the class. Observation is monitoring activity (to gain the data) to take a look so far as concern the effect of implementation has achieved the goal. (Muslihuddin, 2009).

1.6.3.2 Test

Test was given to point out the improvement of students' speaking skill. Pre assessment was conducted before the use of audio visual aid in teaching speaking and post assessment was conducted in the end of each cycle.

1.6.3.3 Questionnaire

Questionnaire was used to gain the data about students' response to the use of audio visual aids in teaching speaking.

1.6.3.4 Interview

The interviews were undertaken for collecting data to get deep detailed information and to validate the data from questionnaire about students' response toward the use of audio visual aid in teaching speaking.

1.6.4 Data Analysis

Scoring technique was used quantitatively in comparing students' pre assessment and post assessment in each cycle. In analyzing the result of data from observation and interview, descriptive method was used.

1.7   Clarification of terms

To avoid misunderstanding in the research, there are some clarifications of term, as follows:

- **The use of audio visual aid**

  It refers to the implementation of audio visual aid in the classroom. Audio visual aid is an aid that is used for giving clear context and modeling to the students in learning speaking skill. It is also used as stimulus for the students in learning speaking. In the research the audio visual is represented by video and short film.

- **Teaching Speaking**

  Teaching speaking is activities of teaching in English foreign language classroom in which teacher makes an attempt on improving learners' speaking skill.

1.8 Paper Organization

This paper consists of five chapters as follows:

Chapter I Introduction

This chapter provides the background of the research, statement of the problem, aims and significance of the research, preview research methodology, and the organization paper.

Chapter II Theoretical Foundation

This chapter covers the theories and previous research project relevant to the research.

Chapter III Research Methodology

This chapter consists of research question, research design, population and sample of the research, data collection, and data analysis.

Chapter IV Findings and Discussions

This chapter describes the data collected, analyze the data, and interpret the research findings based on data collection.

Chapter V Conclusion and Recommendations

This chapter presents conclusion of the research and some recommendations for English Teacher and further research.