

CHAPTER I

INTRODUCTION

This chapter contains a brief explanation of the introduction to the area of the research. It includes the research's background, statement of problem, aim of the study, scope of the study, significance of the study, research methodology, and organization of the paper.

1.1 Background

Learning English speaking skill could be difficult for several students. It is in line with Thornburry (2006: 41) who states that students are able to either do or know several things but with any difficulties, for instance recalling the words at once, responding a difficult question, or indicating a change of topic. He also states that these occurrences are their missing knowledge. Based on the preliminary observation in one of junior high schools in Bandung, generally, most students had difficulties in using vocabularies in their sentences when performing tasks that the teacher asked them to do, for example when the teacher had given the materials of the procedure in making food or drink, the students confused forgot to tell the goal (the title of the recipe), the materials (ingredients and tools), or the steps. They also had doubts in saying the words in English, thus, they sometimes used *bahasa Indonesia*. However, the teacher assisted the students who got the difficulties when performing by correcting students' mistakes, for instance when the student did not know the word *mengaduk* (which means "stir") in

English and only showed what he was doing, the teacher then told the students by saying “stir”. It occurred when the teacher did not explain the vocabularies before asking the students to do their task.

Therefore, it is necessary for the teachers to provide teaching media in teaching speaking skill. The use of teaching media in the classroom can help the teacher to explain the material. One of teaching media that can be used is video. As proposed by Cullingford (1995:140), the teacher can select and control which video is played and the video also makes the students think about the material based on what they watch. Besides, if the students still cannot understand what they have watched, the teacher can re-play the part then discuss the material together. The teacher can also pause the video in each section to ask some questions to the students about the video.

Using video in teaching speaking skill will make the students understand the lesson easily (Harmer, 2001:282). There are some reasons why video can give different atmosphere to the students’ learning experience. Video presents visual actions that can be imitated by students to help them practice speaking English. As stated by Harmer (2001:282), the students can see many things outside their classroom through video, for example, kinds of food people eat in other countries, various outfits they wear, how Americans speak to waiters or typical British ‘body language’ when inviting someone out. Furthermore, their eagerness increases when they learn through video. As the result, the students will easily use the utterances in the conversation.

In line with this, Finnochiaro (1964:27) states that, by practicing listening and speaking continuously, it creates new habits in learning a language. It would be better if the students practice a real life situation which brings them to contextual learning. It is supported by Louma (2009:30) who states that practice speaking in context covers everything similar to the real life situation, which has some aspects, i.e. the place that the conversation happens, the use of language by the speakers, and the goals they have in a particular conversation. Therefore, in order to have the ability in speaking, the students should have more practice in speaking English in the classroom.

Students will be interested in learning speaking when they are asked to perform as if in the real life situation. It gives the students the opportunity to think about what they have experienced before or imagine how the situation will be. Harmer (2001:269) states that:

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

Based on preliminary study by Priajana (2010), it was found that, after the implementation of the use of video as teaching media in the speaking class for two cycles, it revealed that the use of video could improve the students' speaking performance. The findings showed that the average score of the students' speaking performance could achieve 81.54 from the determined score 75. In addition, it was also found that 82.22 % of the students had positive attitude to the implementation of the use of video in the speaking class.

Concerning the explanations above, this study investigates the implementation of the use of video in teaching speaking skill.

1.2 Statement of Problem

This study was investigated to answer this question:

How is the implementation of the use of video in teaching speaking skill?

1.3 Aim of Study

According to the question formulated above, the aim of this study was to find out the implementation of the use of video in teaching speaking skill.

1.4 Significance of Study

This study was intended to be one of the references for the teachers to teach speaking in the classroom. Furthermore, the teachers can get knowledge by using video as teaching media in teaching speaking.

1.5 Scope of Study

This study focused on investigating and describing teaching speaking to the seventh graders of one of junior high schools in Bandung. It described the implementation of the use of video in teaching speaking skill experienced by the students and teacher in the classroom.

1.6 Research Methodology

1.6.1 Research Design

The design of this study was classroom action research (CAR). Ebbutt (1985, cited in Hopkins 2008:48) stated that classroom action research is the efforts to improve the teaching learning process by a series of practical actions and to reflect towards the results of actions. In classroom action research (CAR), the teachers find out the solution to solve the problems in classroom and to make the improvement of teaching learning process. According to Kemmis and Mc Taggart (1998, cited in Burns, 2010:9), action research consists of cycles, there are four basic steps in the action research; they are planning, action, observation, and reflection.

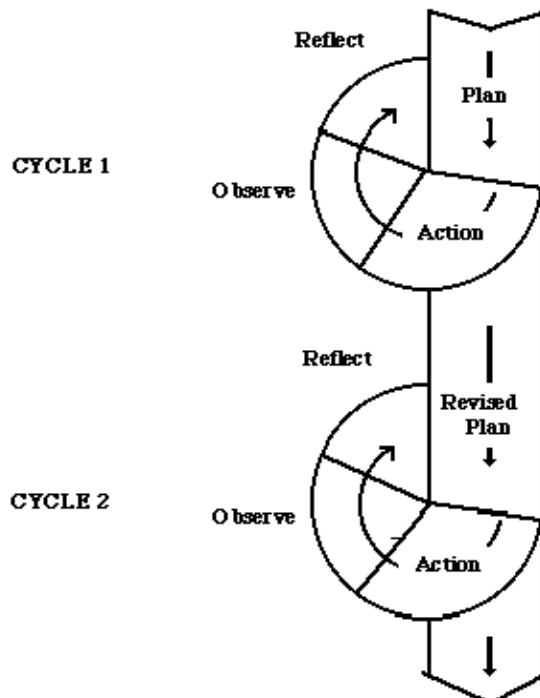


Figure 1: Cycle Action Research model based on Kemmis and McTaggart (1988)

cited in Burns, 2010

1.6.2 Research Site and Participants

The subjects of this study were the seventh graders in one of junior high schools in Bandung. The number of the students in that class is twenty nine students. In this study, there were no samples and populations, meaning that this study was conducted based on a real problem in a real class.

1.6.3 Data Collection Techniques

In this study, two techniques were used in collecting the data. The first technique is observation. The observation was conducted to gain the data about teaching learning process in the classroom. The second one is interview. The interview was administered to find out the students' responses toward the use of video in teaching speaking skill. Further explanation on this part will be elaborated in chapter three.

1.6.4 Data Analysis

The data from observation and interview was collected then analyzed qualitatively. The data from observation was used to describe the activities in the classroom during teaching learning process in the implementation of the use of video in teaching speaking skill. Further explanation about data analysis of the study will be presented in chapter three.

1.7 Organization of the Paper

The paper entitled *The Use of Video in Teaching Speaking Skill* is presented in five chapters. Here are in detail.

Chapter one is introduction. This chapter consists of background, statement of problem, aim of the study, scope of the study, significance of the study, research methodology, and organization of the paper.

Chapter two is theoretical foundation. This chapter explains about the theoretical foundation of teaching speaking skill, reasons in using video in teaching, the implementation of the video in teaching, and using video in teaching speaking skill.

Chapter three is research methodology. This chapter contains the purpose of study, clarification of key terms, research design, research site and participants, data collection technique, and data analysis.

Chapter four is finding and discussion. This chapter reports the findings and the discussions of the study. It consists of data and discussion from observation, i.e. diagnostic stage, planning, and action stage; and data and discussion from interview consisting interview with teacher and interview with the students.

Chapter five is conclusion and suggestion. This chapter contains conclusion of this study and suggestion for the teacher and further researchers.