

CHAPTER I

INTRODUCTION

This chapter describes the nature of the study. In detail, this chapter consists of the background of the study, research questions, aims of the research, significances of the research, research methodology, clarification of related terms, and organizations of the paper.

1.1 Background of The Study

The English language has been a vital skill in the society since it helps people convey their ideas, information, or facts between one another. In an educational context, English has four main skills- one of which is speaking, that should be mastered by students in order to reach their greatest educational level. In Indonesia, the English language has been included in the KTSP or *Kurikulum* 2013. One of learning materials for seventh grade is a descriptive text. A teacher should certainly be careful in choosing the media to convey the material. In this era of globalization, students would be expected to be able to master their communication skills. The ability to speak would be an important thing to be mastered in order to compete in the era of global competition. Baker and Westrup (2000) as cited in Sihem (2012) claimed that a student who can speak English well may have a greater chance for further education, or finding employment and gaining promotion. This is also supported by Nunan (1995) who stated that mastering the speaking skill for most of the people is the single most essential part of learning a second or a foreign language, and the success is measured in terms of the ability to carry out a conversation in the language.

However, in mastering speaking skill, students might face some difficulties or problems such as self-confidence, fear, and vocabulary mastery. Thornbury (2006) explained that a learner-speaker faces two main difficulties in mastering speaking skill which are knowledge and skill factors that can affect other factors including self-confidence and self-consciousness. Regarding to the problem explained, a teacher, as an educator at school, should be creative and effective to deliver the materials to build students' ability and their motivation to

learn. In order to establish an exciting learning environment, a teacher should provide an interesting and joyful medium for students.

Video as an instructional medium can be implemented in English learning activities. Mayer (2001) explained that viewing, while it may appear to be passive can be involve the high cognitive activity necessary for active learning because multimedia instructional message can promote active cognitive processing in students, even when learners seem to be behaviourally inactive. The content and context of the viewing are both crucial elements for engaging students as active learners (Mayer, 2001). Moreover, Harmer (2001) claimed that video offers foreign language learners a chance to improve their ability to understand comprehension input since it gives more detail on the facial expression, intonation, and physical movements related to the material.

There are some previous research relating to the use of video in educational contexts. Some of them are the research conducted by Sihem (2012) and Woottipong (2014). First, in a study conducted by Sihem (2012) which was entitled *“Using Video Techniques to Develop Students’ Speaking Skill”*, it was found that the video is effective to improve Mohammed Khider University William Students’ speaking skill. In this study is also known that the students show a positive response to the use of video as a medium of learning. The participants were the second year university student of English Department. In this study was also found that a teacher needs to include the type of teaching that provides learners with a variety of opportunities for communicative interaction and language use. Then, in a study entitled *”Effect of Using Video Materials in the Teaching of Listening Skills for University Students “* conducted by woottipon (2014) showed similar results with previous studies but in a different skill. The results showed that the use of video managed to improve the students’ listening ability. Participants in this study were 41 first-year university student majoring English. This reasearch took place in Thaksin University Thailand. Furthermore, the results also indicated that the students respond positively to the use of video in teaching listening skill.

However, the research about the use of video in teaching speaking for junior high school students in the area of descriptive study is still rare based on the observation about this topic on the Indonesian or international online journal website. Thus, an investigation is needed to describe the use of video in an EFL classroom. This research focuses on investigating the use of video in helping junior high school students speaking English. This research also aims to discover the students' responses to the use of video in teaching speaking for junior high school students. Therefore, as video gives many positive benefits for the students in a language learning activity, this study also aims to explain how video is used as a learning medium in teaching speaking.

1.2 Research Question

Based on the background of the study explained above, the research question of this study is formulated below:

- In what way(s) does the use of video as an instructional medium provides support for students in speaking activities?

1.3 Aim of the Study

Considering the research question formulated above, the aim of this study is explained as the following:

- To explain the use of video as an instructional medium provides support for students in speaking activities.

1.4 Scope of Study

The videos used in this study were about descriptive text which showed the students how to describe something or someone. Since this study focuses on the use of video in teaching speaking and the students' responses toward use of the video, this study investigated how the teacher used the video in teaching English to the students and the teaching learning process in the classroom.

The videos in this study were taken from YouTube. The students in this research were first grade of junior high school students. This study focuses on the use of video in teaching speaking and the students' responses to use of the video.

1.5 Significance of the Study

This study theoretically is expected to enrich the theories and methods in teaching speaking with video for junior high school students.

Practically the teacher could apply the technique to teach junior high school students by using video especially in teaching speaking.

Furthermore, professionally, the research findings can be used as the enrichment towards the future research about teaching speaking with video especially for junior high school students.

1.6 Clarification of Terms

a. Speaking

The term of speaking is defined as a kind of bridge for learners between the classroom and the world outside (Hadfield, 1999). Moreover, McDonough and Shaw (2003) argued that speaking is to share idea or meaning. They also stated that it may involve expressing ideas and opinions; communicating a wish or a desire to do something, negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.

b. Video

According to Cambridge Advanced Learner's Dictionary 3rd Edition, video is a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television. In addition, Cooper mentioned that video is a super charged medium of communication and a powerful vehicle of information (Cooper, 1991).

A video appeared to have a positive influence on the development of the students' four language skills and vocabulary growth, as well as to scaffold the process of acquiring the pragmatic use of the language and to teach about the target language cultures.

1.7 Organization of Paper

This study consists of five chapters. Each chapter of this study explained as the following:

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CHAPTER II THEORETICAL FOUNDATION

This chapter discusses some theories related to the use of video as a learning medium which helps students in speaking English. In detail, this chapter elaborates some theories regarding the use of video in teaching speaking.

CHAPTER III RESEARCH METHODOLOGY

This chapter of this study presents research methodology which deals with the research design, research participants and site, data collection, and data analysis.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter elaborates findings and discussions of the research. The findings cover how the video is used in teaching speaking to the students. The discussions of this study discuss the results of this study with the related theories.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter of this research paper concludes the result of the study which obtained from the collected data. It also gives the suggestions for the better improvement of the next research.