CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. It consists of background, research questions, aim of the study, significance of the study, research methodology, clarification of terms, and organization of paper.

1.1 Background

Speaking English as a foreign language is perceived as a difficult skill to be taught and learned since the learners have to think and speak at the same time to present their idea orally. They might also encounter some problems that obstruct them to be good English speakers. The problems include lack of self confidence, fear of making mistake, and lack of vocabularies and grammar. Thornbury (2006) states that essentially, learner-speaker faces two main areas of difficulties, namely knowledge factors and skill factors that affect other factors such as lack confidence or self consciousness.

In order to solve the problems above, teachers should be creative in formulating the process of teaching and learning English. Teachers should engage

students' motivation in learning speaking English, provide appropriate aids, and create fun environment to learn English.

Therefore, media are needed to accommodate students to have those conditions. One of the suitable media for teaching speaking is video. A variety of videos can be used for English language teaching in the class such as TV program, advertisement, music clip, and so on.

As a medium, video can help teachers deliver the materials and convey the message, and it also motivates students as well. Video delivers material in context, particularly in speaking, the language is delivered more lively since students can hear the language and watch the situation of the language use at the same time. The visual descriptions provided by the video give some clues to convey the message to the students and make the students easier to understand the materials. The visual clues include situation, environment, gesture, facial expression, and so forth. Canning-Wilson (2000) states that images contextualized in video can help learners to see the direct meaning in term of vocabularies recognition in their mother tongue. Besides, video can create link between students in the classroom and society, can be related to students' personal experiences, contains a lot of vocabularies, communicative language and cultural context, entertains students and is simple to use. The benefits above can create fun environment in learning English and motivate students to learn.

A study that was conducted by Suhartini (2010) shows that the use of film trailer technique was effective in enhancing students' narrative writing and can raise students' interest and motivation in writing narrative properly.

Based on the phenomena above, the study intends to investigate the use of video in the classroom. Another purpose of this study is to know students' responses toward the use of video as a medium in teaching learning English. This study is conducted to groups of seventh grade students in a junior high school in Bandung. It is expected that after using video in teaching learning English, students' speaking ability can be improved well.

1.2 Research questions:

This study is expected to answer the following questions:

1. Is video effective in improving students' speaking ability?
2. What are the students' responses toward the use of video in improving students' speaking ability?

1.3 Significance of the study

Finding of this research is expected to contribute and give some informative inputs with empirical evidences. The focus is on the effectiveness of video use and students' responses toward it in teaching and learning speaking of seventh grade

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students in Bandung. Furthermore, the result of the study hopefully can be an alternative for teachers to create their meaningful teaching learning and at the same time it may improve students' eagerness to learn how to improve their speaking ability.

1.4 The aim of the study

The study has the objectives as follows:

1. To reveal the effectiveness of video using in improving students' speaking ability at seventh grade students of Junior High School in Bandung

2. To reveal the students' responses toward video using in improving students' speaking ability

1.5 Research Methodology

To find out the effectiveness of video use in improving students' speaking ability in the seventh grade of junior high school, this research used quasi experimental method with two groups; control group and experimental group.

During the experiment, this research used video treatment in experimental group in order to show the effectiveness of video use in improving students' speaking ability in the seventh grade of junior high school. Meanwhile, the control group was

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taught without video. The questionnaires were employed to reveal students'
responses toward video use in improving students' speaking ability. The results of
questionnaires depicted students' attitude and responses toward video use.

1.5.1 Research Design

This study employed a quasi experimental design of nonequivalent groups
design. There were two groups involved in this study; experimental group and control
group. In the experimental group, students received the treatment of using video in
teaching learning process in the classroom. Meanwhile, the students in the control
group were taught without video using.

Schematically, the description of quasi experimental design that was
employed in this study can be described likely as follows:

<u>G1 T1 X T2</u>

G2 T1   T2

G1 : experimental group

G2 : control group

T1 : pretest

T2 : posttest

X : the treatment through the use contextualization that belongs to
experimental group

1.5.2 Population and Sample

The samples of this research were the seventh graders of a public junior high school in Bandung. The samples were two classes, each class consists of 39 students. Class 7-9 was taken as the control group and class 7-8 as the experimental group.

1.5.3 Data Collection

The data was collected through three instruments of test; pretest, posttest and questionnaires. The pretest was conducted to know the students' initial speaking ability before treatment. The test given was a short talk in the form of dialogue and monologue. The posttest was aimed to measure the improvement of students' speaking ability after treatment. The questionnaires were also given to the students. In this study, the researcher administered 12 close-ended questions. The questionnaires were conducted to find out the students' responses and attitude toward video use in the process of improving their speaking ability.

1.5.4 Hypothesis

To answer the research questions, alternative hypothesis was needed as the research foundation. Alternative hypothesis states that there is significant difference

between the pretest and posttest scores (Coolidge, 2000). It means that the use of video can develop students' speaking ability.

$$Ho: \mu 1 = \mu 2$$

$\mu 1$ represents the mean of the first group and $\mu 2$ represents the mean of the second group. Meanwhile, the null hypothesis states that there is no difference in mean adjustment level between the class using video as treatment and class without using video in teaching learning process. (Coolidge, 2000).

The pretest and posttest were given to both experimental and control groups to investigate the improvement of students' speaking ability after the treatment. Furthermore, t-test was used to measure whether the means differences were statistically significant or not.

1.6 Clarification of Terms

There are some terms used in this study that need clarification to avoid misconception.

1.6.1 Video

The term of video refers to educative English video from YouTube related to the topics: asking giving direction, describing people and presenting recipe.

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1.6.2 Speaking ability

Speaking ability is the ability of speaker to convey information by using appropriate vocabulary, structure, pronunciation, and fluency as well as the capability of expressing idea, thoughts, feeling, emotion, and reactions in spoken language.

1.7 Organization of Paper

The paper is presented into five chapters. Each chapter is divided into subtopics that elaborate the investigated issues.

Chapter I is an introduction. It consists of background of the study, research questions, aims of the study, significance of the study, research methodology, clarification of terms, and organization of paper.

Chapter II focuses on the review of related theories and literatures related the use of media in teaching English, the role of videos in teaching speaking, techniques and strategies of teaching speaking, teaching learning through video and teaching speaking by audio-lingual method.

Chapter III is research methodology. It discusses the research design, population and sample, research procedure, research instruments, time allocation, and technique for analyzing the data.

Chapter IV presents the findings and discussion. It elaborates and interprets the findings and the discussions of data obtained from pretest, posttest and questionnaires.

Chapter V presents the conclusions of this study and suggestions for the teacher and other researchers.

References end the paper.