

# CHAPTER I

## INTRODUCTION

This chapter will present a brief introduction in this study. It is including background of the study, research question, purpose of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

### 1.1 Background of The Study

English is known as foreign language in Indonesia. English has been taught in all levels of education, i.e. Elementary School, Junior High School, and Senior High School. As for Senior High School students, English communicative skill is expected to be acquired to meet the needs of globalization. As stated in Curriculum 2013, the goal of teaching English is the students' ability to use English to communicate as the international language, either for interpersonal, transactional, and functional purposes. It is all based by English skills in listening, speaking, reading, and writing.

Brown (2001) stated that four skills including listening, speaking, reading, and writing must be well-mastered by students who learn English as foreign language. Concerning in speaking skill, Burns and Richard (2012) said that, "Speaking has always been a major focus of language teaching that fluency became the goal for speaking courses, and this can be developed through the use of information gap and other tasks that involve negotiation, interaction, feedback, and the use of communication strategies" (p. 6). This stated how much speaking is assessed as a very essential element in English language teaching and learning. Student who has good performance in

speaking is considered as good as in other skills. To be confident in English speaking, student mostly comes up with high motivation to learn and practice English.

The motivation of students to learn English is vary. It is vary because of the different expectation in learning. Ruis, Muhyidin, & Waluyo (2009) have pointed out that, “The major problem of teaching English in class is that the learners are not interested in studying” (p. 1). Most students expect the learning which can support their interest. In line with this, King (2002) explained “it is a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices, and replace it with something realistic, a dimension that is missing in textbook-oriented teaching” (in Tuncay 2014, p. 56). It is why the teacher should build an enjoyable and meaningful experience in learning by the help of a media.

It cannot be argued that technology cannot be separated from the society. As well as in the world of education, teacher needs technology to bring the lesson to come alive. Media has become an important part in teaching. Sowntharya et al. (2014) emphasized that, the help of media already contributes to people’s way of living. Media can be used as a tool for teacher to teach language including in speaking class. It is to motivate the students to be better in absorbing the language input.

Audio visual aid, such as Video, can be a helpful instrument for teacher to deliver the deeper understanding about the material to the learners. Naik and Topkar (2012) states that “Video plays a greater role in the classroom if students are more accustomed to technology regarding its component that will help to improve the learning environment” (p.124). It can attract students’ interest and engage their attention through the pictures, its motion, and the plot. As has been stated by Sands (1956), video gives students clear and vivid explanations they need related to the

subject they learned. These statements should be considered by teacher who wants to give a better learning situation and motivation to the students in the classroom.

In applying video as an instructional media, teacher takes a very important role. It is in accordance with Smaldino (2008) who stated that teacher is a key in language teaching and learning process. Unfortunately, most teachers in suburban area are not accustomed with the use of video, especially for senior teachers.

There are many reasons which emerge related to this problem. Some teachers see video as a new instrument which needs skill in technology. It is where they give up to the difficulties in employing technology. Moreover, some other teachers said they have limited time to browse and select video materials as the instructional media in the class. On the contrary, Ruis et al. (2009) stated that “It is suggested for English teacher should use media in teaching and learning process to make the more meaningful and enjoyable class” (p.1). In consideration of the essential of media, especially video in English teaching, researcher has to find out the way video can be utilized in the classroom by teacher.

Previous research that used the video in EFL class had been carried out by Bahrani and Sim in 2012 to see the effectiveness of news, cartoons and films exposure on developing language proficiency of low level language learners in Malaysia. In India, Topkar and Naik in 2012 conducted a study aimed to identify the use of video by trainee teachers in practice teaching of EFL class. Farhi (2013) also conducted a study regarding the significance of video in Foreign Language Teaching at the University of Biskra. The teaching and learning process could only succeeded by having good learning facilities such as competent teacher, various English course books, and the use of aids or media. Therefore, the aim of this research is to seek how the teacher employs this audio visual aid as the instructional media in teaching speaking.

## **1.2 Research Question**

This study has formulated the problems in the form of the following research questions:

1. How does the teacher use video as instructional media in teaching speaking?
2. What problems do the teacher encounter in employing the media and how to overcome the problems?

## **1.3 Purpose of The Study**

Based on the problem mentioned, the study is aimed to:

1. Investigate how this video is used by teacher as the instructional media in speaking class.
2. Investigate problems that teacher encounter in employing the media and how to overcome the problems.

## **1.4 Scope of The Study**

As Sands (1956) states that “Extensive research has proved that the motion picture (video or film) can be one of the most potent of teaching tools” (p.347). This study focuses on finding out how the video is employed by teacher to the students in teaching speaking in senior high school.

## **1.5 Significance of The Study**

The present research is believed to have several significances for theoretical, practical, and professional benefits

- 1) Theoretical Benefit

The research findings can be used as the contribution toward the research about the use of video as the instructional media by teacher in teaching speaking in senior high school.

2) Practical Benefit

The research findings will be beneficially useful for teachers, students, and also the readers who are interested in teaching English especially through video as the instructional media.

3) Professional Benefit

The research problem can help teachers to employ video into the speaking class to create a meaningful classroom experience and gain students' motivation to learn English.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

The method that was used in this study is qualitative study method to find out how teacher employs video as the instructional media, the consideration in selecting the video, problems that the teacher encounters in using the video, and how the teacher overcomes the problems. The researcher investigates a phenomenon in real situation of senior high school in suburban area regarding the used video as the instructional media.

### **1.6.2 Research Site and Participants**

The study was conducted in a senior high school in West Bandung Regency. This school was chosen because researcher obtained quite a wide access into this school compared to other school. Moreover, this school provides complete language laboratory facilities to show video as instructional media

in teaching. The teacher of the school has been teaching English for fourteen years. Therefore, the teacher can be defined as experienced teacher. The purpose of choosing this school is to investigate how the experienced teacher employs video as the instructional media in the class; what is the consideration in selecting the media; what obstacle that the teacher faced; how to overcome the problems. Therefore, the use of video in this school will be presented in the result of this study.

### **1.6.3 Data Collection**

The data collection techniques used in this study involved observation, interview, and document analysis. The study is a non-participant observation. It is conducted where the researcher acts as a complete observer, who doesn't participate in classroom activities.

The interview was chosen because it provides the researcher a deeper explanation which cannot be covered by observation. This study used semi-structured interview which allows researcher to generate series of questions to be asked and provide flexibility to let the respondent lead in much the same way as in an open interview (Heigham and Croker, 2009, p. 186). The semi-structured interview was taken for sixty minutes long after three times of classroom observation.

Then, document analysis is used to collect data about teachers' lesson plan which consists of the procedure in employing the video in the classroom. According to Payne and Payne (2004), the documentary method as the techniques is used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public.

The participant of the study is an English teacher of the senior high school who has been teaching for at least fourteen years. The data which is needed are the teacher's preferences on employing video in teaching speaking. The data is collected after three times classroom observation using video recorder, in depth interview using voice recorder, and document analysis using lesson plan used by the teacher.

#### **1.6.4 Data Analysis**

The instruments used in this study to collect the data are observation, interview, and document analysis.

##### **1.6.4.1 Observation**

The researcher will categorize the data from observation in some categories related to the employment of video used in the speaking class. The analysis will be concern in categorizing the teacher's way in employing video as the instructional media and how the teacher employs this media in teaching speaking class. This data will be interpreted to answer the research question.

##### **1.6.4.2 Document Analysis**

According to Sugiyono (2007), a study will not be reliable if it is not supported by documents. To analyze the data from teachers' document, researcher will identify and categorize the lesson plan to see whether there are changes made between the lesson plan activities and the real classroom situations.

### **1.6.4.3 Interview**

As Alwasilah (2012) stated that interview was used to collect other information that might undiscoverable through observation (p.110). To analyze the data taken from in-depth interview, researcher will transcribe the data into interview script. After that, the data will be categorized related to the use of video by teacher as an instructional media in teaching speaking. Then, it will be interpreted to answer the research question.

## **1.7 Clarifications of Terms**

### 1) Speaking

Speaking is one of the productive skills in language which involves listening in which appropriateness of what is said requires understanding from what others have said and prediction of how the speakers will respond (Troike, 2006).

### 2) Teaching Speaking

As Burns and Richard (2012) states that speaking has always been a major focus of language teaching. They proposed that fluency became a goal for speaking courses, and this can be developed through the use of information gap and other tasks that involve negotiation, interaction, feedback, and the use of communication strategies.

### 3) Instructional Media

According to Van Els et al. (1984, in Syaifullah, 2008), teaching media is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners. Reiser and Dick (1996) explain instructional



media as the physical means by which instruction is delivered to students (p.68).

4) Video

It refers to an electronic storage of moving image such as internet video (Smaldino, Lewis, and Russell, 2012)

### **1.8 Organization of The Paper**

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

Chapter I : Introduction

It consists of background of the study, research question, purpose of the study, the scope of the study, significance of the study, clarification of terms, and organization of the study entitled *The Use of Audio-Visual Aid as an Instructional Media by Teacher in Teaching Speaking*.

Chapter II : Literature Review

It explains the literature review of employing video as the instructional media. It covers the guidance for the use of media in the study entitled *The Use of Video as an Instructional Media by Teacher in Teaching Speaking*.

Chapter III: Research Methodology

It discusses how the study entitled *The Use of Video as an Instructional Media by Teacher in Teaching Speaking* is conducted and analyzed. It clarifies why the study needs to employ classroom observation, field notes, document analysis, and interviews. The data analysis also will be briefly explained.

Chapter IV: Findings and Discussions

This chapter presents the findings of the study and the discussion of all components related to the study entitled The Use of Video as an Instructional Media by Teacher in Teaching Speaking.

#### Chapter V: Conclusion

It discusses the result of the research and suggestions for teacher and further research.