

CHAPTER I

INTRODUCTION

This chapter provides a background of the study, statements of the problem, aims of the study, the scope of the study, research hypotheses, research design, data collection, data analysis, the significance of the study, and clarification of the terms.

1.1 Background

In Indonesia, learning English as a foreign language is important. Siti and Ahmad (2014) stated that English language is needed in communication in Indonesia. In some way or another, teaching and learning English language is included to be the part of Indonesia educational system. The students are required to have good English proficiency in both spoken or written. Thus, English language has been taught at the Elementary level up to the college level.

According to Brown (2001) in learning English as a foreign language, there are four skills which have to be well-mastered by the students, they include speaking, listening, reading and writing. Speaking is one of the four basic skills which has the important role in human activities to communicate with the other people. Moreover, Magriby (2012) speaking is the most important skills among four skills. Through speaking, people are able to express their ideas, knowledge or information. Gillis (2013) states that speaking ability provides speaker a beneficial aspect as a speaker such as putting the word together to create meanings, thoughts, opinions, and feelings.

However, improving English speaking skill is not an easy thing to be done in Indonesia. Beside, There are so many problems that have to be noticed, Magriby (2012). First, the problem comes from external and internal. External problem is institutional context that puts English as foreign language, meanwhile, internal problem is the native language. The native language is the most influential factor affecting a learner's speaking. Brown (2000, p. 284) states, " If you are familiar

with the sound system of learner's native language, you will be better in diagnosing students difficulties". Second, it is related to the teacher. The English teacher does not use interesting media to conduct the teaching and learning process. The teacher does not optimize any teaching aids as the sources to help conducting the teaching process. Consequently, the teaching and learning process seems less interesting. Third, it is related to students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the words, the sentences and the structure that differ from those of their mother tongue (Pradya Afisa, 2015). Fourth, it is related to the speaking activity. The activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking activity which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting, particularly during the English speaking teaching and learning process (Pradya Afisa, 2015).

The ability to speak fluently does not only presuppose on knowledge of language features, but also on the ability to process information and language on the spot. This means, the teacher should encourage the students with a lot of exposures and practice when they want to improve speaking ability. Therefore, strategies should be conducted in the classroom, so that English could be used actively and interestingly to avoid boredom and students can become a good speaker (Harmer, 2002).

A good English speaker should have a good fluency, pronunciation and discourse management (Georgiou & Pavlou, 2003). They said that a good fluency enables the speaker to speak naturally. The speaker should also pay attention to the pronunciation because good pronunciation enables the listener to listen words clearly. Discourse management deals with how the speakers arranges and connects his/her ideas. It is also supported by Paul (2003), as a matter of learning

speaking effectively, the learners are not only expected to pronounce correctly and to use appropriate intonations but they are also expected to be communicative and to speak spontaneously. It follows that the speakers need to have a good ability in speaking.

To become a good English speaker, the students who practice this skill need motivation and strategies. Marriane (1979) stated that no matter what students are forced to study, they do not learn at all unless they want to do so. This statement follows that the teacher, especially English teacher, should prepare several strategies and motivations for the students' motivation to the students to make an interesting activity in the classroom. Thus, the students' motivation toward the subject will be maintained through the activity. Moreover, they will have a lot of exposure in vocabulary mastery.

Actually, there are so many things that can be done to solve the speaking problem, such as using the new methodology to teach speaking or using the effective and attractive media in teaching learning process, so that it will increase students' motivation in learning speaking English.

The use of media can boost the language teaching to be more interesting and attractive. There are many media that can be used in teaching English. Video is one of an alternative media that can be used for teacher. Naik and Topkar (2012, p. 124) 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".

Regarding those statements, this study is to investigate the use of video in teaching speaking procedural text. By doing the research, it is aimed to find out the effectiveness of the use of video in improving students' speaking ability.

1.2 Research Questions

This study is conducted to answer the following questions ;

1. Is the use of video in teaching speaking procedural texts effective in improving students' speaking ability?

2. What are responses of the students toward the use of video in teaching speaking procedural text?

1.3 Aims of the Research

The aims of the research are stated as follows:

1. To find out whether the use of video in teaching speaking procedural texts effective or not in improving students' speaking ability.
2. To find out the responses of the students toward the use of video in teaching speaking procedural texts.

1.4 The Scope of the Research

The research is focused on investigating the effectiveness of using videos in improving students' speaking skill and to find out the students' responses of using videos in the teaching speaking procedural text in the seventh grade students of Junior High School in Bandung.

1.5 Significance of the study

The Research is expected to have implications for the use of the media carried out in the English classroom and the research is also expected to be a reference for English teachers to develop an innovative teaching learning process, especially in teaching speaking procedural text.

The research may also inspire other researcher to research issues which are related to the use of video in teaching speaking procedural text and the findings later will also provide some information to conduct other investigation in the similar field for another researcher.

1.6 Clarification of Terms

a. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

b. Video

Video is one of audio visual multimedia which produces sound and moving pictures in a unit that almost can be used by all levels of materials and intelligences. (Tobing, 2006)

c. Procedural text

A procedure text is one of material that given in junior high school. It is about instruction how to make or how to use something. There are many steps to make something in this text type. The purpose of a procedure text is to describe how something is accomplished through sequences of actions or steps.

1.7 Organization of the paper

This paper entitled “Improving Students’ Speaking Ability in Reporting Procedural Text By Using Videos” is presented in five chapters. Each chapter is divided into subtopics that will elaborate the investigated issues.

Chapter 1 – Introduction

This chapter contains a brief explanation of the background of the study, statement of the problem, aims of the study, the scope of the study, the significance of the study, a brief of research methodology, classification of terms, and organization the paper.

Chapter II – Literature Review

This chapter includes the theories that support the research. This chapter focuses on the review of related theories and literature.

Chapter III – Research Methodology

This chapter provides the procedure of the study to answer the research questions. This chapter also presents further explanations of the research method which consists of research design employed, research instruments, procedure in collecting data and analysis of the data.

Chapter IV – Findings and Discussion

This chapter mainly elaborates the results and interpretations of the research findings. This part covers the data collected, data analysis, and the interpretation of findings from the study.

Chapter V – Conclusion and Suggestion

In this chapter provides the conclusion and suggestion of this study. This chapter also presents the recommendations as contributions for English teaching and learning, and also for the further research on the same field.