

CHAPTER I

INTRODUCTION

This chapter describes the fundamental consideration in picking up the chosen topic. This chapter comprises the background of the study, the research questions, the purposes of the study, the significance of the study, the definition of key terms, and the organization of the thesis.

1.1. Background of the study

Naturally, speaking is a process of producing a verbal utterance. To make it simple, speaking is a process of sharing ideas and opinions in oral language communication in society. Speaking also as one of the main purpose of learning a foreign language. According to Grauberg (1997), the main purpose of learning a foreign language is to be able to do communication using it. In this study, the new foreign language was limited in English language. Having good in speaking English needs effort and some specific ways. There are amounts of effort to produce good verbal utterance. It is stated by Brown (2004) that there are five indicators of assessment to behave good speaking skills, those are pronunciation, grammar, vocabulary, fluency, and comprehension.

Besides being able to speak English, generally schools in Indonesia required minimum criteria of speaking subject. It is called as a predetermined minimum standard mastery of speaking. Students should pass the minimum score as the requirement for pursuing the next level so that they can accomplish their study. Not only that, after students graduate, they should enter the work field which many companies require English as their additional priority skill and announce English as one of the requirements entry. Berube (1997) stated that English and employment are two of the most volatile and contested terms in the business. Based on those reasons, it is possible to assume that English speaking skills will widespread the opportunity of getting a job. Additionally, English includes the most used language in the world. Despite those important, speaking is one of the most essential skills

of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996).

As aforementioned, teachers must commit encouraging students to give their best in learning English speaking as a way of communication based on those benefit above. Some difficulties in teaching speaking are caused by some factors. Those are: internal factors from learners, instructional method, curriculum, and environment factor (Al Hosni, 2014). The example of internal factors are inhibitions in learning. As stated by Ur (1996), those inhibitions are causing incapable of communicating in English but there are some ways provided to overcome those inhibitions, one of them is using technology especially looking for this recent situation.

In early 2020 the world including Indonesia faced a COVID-19 pandemic. This condition forces everybody to stay at home to avoid the spread of this virus. It means everything is done from home. It also affects everybody on earth to do everything virtually to support government statements about social distancing protocol. Moreover, people are expected to habituate to a new normal, including the education field. Teachers and students are required to do their teaching and learning process from home. Furthermore, teachers inevitably look for new ways so that learning remains effective even by applying unusual ways. Nevertheless, this new normal should not be a barrier in the education field to achieve the expected learning objectives. Luthra and Mackenzie (2020) argued that the existence of Covid-19 can give an education chance to rethink their way of teaching and the effectiveness of teaching. Involving technology might be the best tool for new way of teaching. Even though everything seems getting worst because of the pandemic situation, changing is necessary as a life cycle. Two perspectives are derived from those problems above, those are: negative and positive. The positive side is technology implementation gave new insight to the teachers in learning process. Teachers can search for fresh, update, and innovative ideas in teaching. Additionally, it trained teachers to be more technology literate. This case is an opportunity for a teacher to upgrade their way of teaching by utilizing technology because students have already engaged with technology even before this pandemic.

For this reason, the use of technology seems giving new insight into teaching-learning practices since creative ways and authentic materials are served well on the internet. It coincides with the way to encourage students to speak since it needs creative ways and authentic materials. Therefore, there is a dilemma in facing a new recent situation. The crucial demand for this new normal is that students are not only expected to be able to adapt to new conditions but also their learning outcomes are still expected to be satisfied. So that, appropriate and effective teaching is necessary for teaching.

The Internet is one of the tools that provide those requirements above. It is usually called online learning. Lamy and Hample (2007) also argued that online learning has evolved into wider use both in written discourse or oral discourse. Their theory created an insight into the ordinary atmosphere of the teaching-learning process. Moreover, the suitable instructional method supports its atmosphere to complete all requirements needed. Online learning facilitates them to do self-regulated learning as well, since they can access it with no limited space and time. Nunes and McPherson (2003) said that teachers should support students to have high cognitive skills, self-regulated, reflective analysis, and metacognition since those are the most important skills to be owned.

Teaching in the university recently requires more flexible teaching tools and resources to incorporate more practice-oriented, media-based assignments to maintain students' interest and achieve long term learning objectives. Those requirements need technology and it has been a must before and during the pandemic. Commonly, the teacher used textbooks and sometimes used power-point presentations, but never used Web-Based TED-Ed before. During the classroom activity, teachers used to ask students to have group work or work in pairs. Learners followed the teacher's instruction just in moderation. The teacher felt uncertain about how to overcome that problem and TED-Ed was an unfamiliar platform for the teacher who just heard about it once doing the interview.

Looking into technology function, online learning has been demanded for a long time before this situation appeared. One of the most changing and promising things happened in the teaching-learning process is that teaching tools and media

are more flexible and innovative. Students need it and the teacher should create and implement it. Even though the internet served so many media, tools, aid, and everything to help teachers in teaching, but the matter is certain topics should be in line with appropriate media and be able to present the material interestingly as well. So, technology needs to be operated sufficiently, especially during teaching and learning from home. Not only that, but the teacher is also supposed to be creative and to relate the material and media with learning activities.

Technology and the internet have been recognized as accurate tools for learning nowadays. Poelmans and Wessa (2013) added that the use of technology significantly can attract students' attention to the lesson given because technology has its ability to do it. It surely can be realized if teachers put technology and material in a better way. Besides, teachers are the key to matching up between material and activity in the learning process so that the learning objective can be achieved. For instance, in a speaking lesson, the activities should stimulate students to speak more about their opinion and motivate them to be active in the discussion. Whereas, technology serves students to have self-learning by using the internet.

Some reasons found in this study that affected students' lack of speaking skills. The first is lack of vocabulary. It also automatically affected fluency and pronunciation because it is impossible to speak well by lacking of vocabulary. The second is lack of grammar. Once students try to speak English, they feel stuck as they did not know how to construct a good sentence. Another evidence was many of the students' scores were below of minimum learning mastery criteria in the speaking score.

Those problems above were believed to be solved by a new way of learning that is technology. It is in line with curriculum. It sentences about student-centered. Technology might help education to achieve student-centered system if it is accompanied with appropriate activities and material. Richard and Renandya (2002) said that in stimulating learners' speaking skills, they should provide extensive exposure to authentic language through audiovisual media and facilitate an occasion to communicate the language in a contextual situation. Online learning is an appropriate way to stimulate students' role to be more active and shifting the

usual way of learning Garrison (2017). Teachers should create the opportunity for students to speak and technology serves audiovisual media to help it fulfilled. That statement is supported by Thomas and Brown (2011) which conceptualize these emerging developments as a new culture of learning.

Definitions of online learning are varied depends on the needs of the class. Even though the term of online learning tends to be seen as individual learning, but the class can be done as a live meeting by zoom application during this physical distancing period. The atmosphere was as if in the classroom as long as everybody had a good internet connection and a conducive environment in their place (home).

As mentioned before, to apply online learning well, it needs appropriate instruction by the teacher. Teachers roled as a facilitator, applying some activities in a meeting class, and taking learning material from the internet. That process is well-known as the blended-learning method. Blended-learning provides online material and direct activities which in this study done in a virtual meeting to reduce physical attendance. It fits the requirements as the appropriate ways to implement technology in a classroom.

The term blended-learning in this new normal situation is adjusted. There are many ways to blend online learning and virtual face to face classes. It depends on the activity. It is also blended-learning when teaching explicitly and supported by technology as a whole time in teaching-learning. It can be concluded that blended learning is a combination of two situations such as face-to-face and technology support. It is supported by Picciano (2006) that blended-learning can be defined as the concept of the use of various technology media that are combined with face-to-face learning in the classroom. This theory was created before the pandemic. Then, in this situation right now, the term face-to-face does not come in one literal meaning. The meaning of the classroom recently is more like students gathering at the same time even though not in the same place.

Activities of blended-learning are depended on the need, demand, and situation. Some activities are workshops and instructional exercises by using messaging, discussing, discussion sheets, quizzes, tests, and declaration. Then, during this corona pandemic, blended-learning suited the concept of online

learning. The teacher can create a class by zoom meeting. Giving explanations, doing activities, serving up to date material, and making class more innovative can be done by using blended-learning during this situation. Zhao. et al., (2005) found some benefits of blended-learning such as students experienced purely online learning by teacher's guidance that provides expository learning experiences. Since learning is done virtually, then the teacher should provide online activities that can pick up the significance of learning and achieve the objective.

In this study, blended-learning is facilitated with Web-based TED-Ed. It is the fourth popular technology website and the single most popular conference and events website in the world. It includes a suitable preference for the millennial generation to support life-long learning which allows studying whenever and wherever. Somehow, TED-Ed is considered as valuable resources taken from these perspectives: the content is valuable, resourceful, and full of insight.

Web-Based TED-Ed has some features, one of them is the video as learning material. Many theories supported video as good material for learning. Video material has been used for many decades to support the motivation and learning of students in higher education (Chin and Chia, 2004). It has been recently suggested as one of many additional learning resources that can be utilized by lecturers to foster deep methods of learning Azer et al., (2013). Indeed, the use of video in learning supports students' comprehension since it provides material that can relate the topic to the real-life (Seidel et al., 2013).

Web-Based TED-Ed put video as watch part. In that part, students are required to watch the video well. In TED-Ed, the teacher can upload videos based on the student's needs. A teacher can take the video from TED Talks as well since the speakers in TED Talk are the selected ones who can effectively and succinctly communicate information to learners. Therefore, learners can learn communication skills or knowledge from TED Talk. TED-Ed also allows teachers to customize the video in the watch part as students' abilities. Teachers might add the title, comprehension, higher-level questions, and provide other resources.

In contrast with the textbook as teaching media, it required students to take some time to understand the lesson. Students should switch the idea from abstract

into more concrete understanding. Whereas, the video serves concrete ideas directly since the video is audiovisual and authentic media. Moreover, the video also has forward and rewind buttons, if students need to repeat the content for more understanding, they can repeat it easily. It is in line with Richard and Renandya (2002) described that in stimulating learners' speaking skills, they should provide extensive exposure to authentic language through audiovisual media and facilitate an occasion to communicate the language in a contextual situation.

Other features are think, dig-deeper, and discuss-part. Think trains students to have a better understanding of the video content. Dig-deeper leads students to know deeper and finds implicit meaning from a video in watch-part. This part can be added by some other references such as journals, articles, and other videos. Discuss-part provides students with topics to be discussed.

The true power of TED-Ed is in its flipping function where the content should introduce outside of the meeting. It could be three days before the meeting. The aim is to practice self-regulated learning. Students are allowed to have a deeper understanding and meaningful explorations of the content video before the meeting. Here, teachers' creativity is challenged.

There is a large number of studies that show the effectiveness of online learning. Firstly, a study was done by Navaro and Shoemaker, (2000). This study found that online learning produced good outcomes or even better than traditional ways of learning. Secondly, a study from Russell (2016) found that TED-Ed created a workshop atmosphere in a classroom and it increased students' motivation to be more active in a classroom. Therefore, this study showed that students were being encouraged to speak because the workshop atmosphere offering students a chance to practice. Another evidence comes from Ahluwalia and Ph (2018) that found students' speaking skills were improved by using TED Talks as teaching media. Those studies proved that interesting and innovative media should be infused in the teaching-learning process. Mehaffy (2012) discussed how these changes identified within the higher education system are going to lead faculty to be more 'guides on the side' in comparison to the adage of 'sage on the stage'. He noted how TED-Ed is a more than a suitable tool for supporting teaching practice in a new model of

education and it leads students to learn what they want, when they want, at the pace they want.

Based on those considerations above, the researcher proposed the implementation of Web-Based TED-Ed as media for changing students speaking skills to be better among university students. Using Web-Based TED-Ed as learning media was believed can bring a more interesting and innovative way of the teaching-learning process. Furthermore, improving students' speaking skills have been the researchers' attention. Based on those considerations above the researcher was interested in research about implementation of Web-Based TED-Ed as learning media to improve students' skills in a blended-learning method.

1.2. Research Questions

To investigate those elaborated issues formerly, the research question of this study is formulated as follows. To what extent does Web Based TED-Ed foster university students' speaking skills in a blended-learning method?

1.3. Objectives of the Study

In line with the formulated research question mentioned above, this study aims to investigate how Web-Based TED-Ed has an impact on the students' ability in speaking by conducting a blended-learning method for university students.

1.4. Significances of the Study

This study shares some significances considering few studies about Web-based TED-Ed especially in speaking ability in the Indonesian EFL context, then this study provides both theoretical and practical implications. Theoretically, this study attempts to provide information about how TED-Ed gives a good impact on speaking skills by using a blended-learning method.

The result of this study also enriches information about the use of Web-Based TED-Ed as a medium for teaching speaking among university students. Furthermore, taking some information as a reference to develop some further studies. The result also gives references to the development of the teaching-learning

process for teachers. They can improve their teaching-learning activities by choosing appropriate media to improve students' speaking skills. Practically, by exploring the use of TED-Ed as media in the Blended-learning method of a university class, it provides useful information and suggestions for students, teachers, researchers, educators, practitioners, and professionals to get more understanding about TED-Ed to improve their teaching-learning activities by using all elements in TED-Ed and how to implement it well in the classroom.

1.5. Scope of the Study

There were many problems related to this research topic and the time-limited as well. Therefore, the researcher limited this study to the use of Web-Based TED-Ed in teaching speaking skills for university students with a blended-learning method. This study also limited the participant in which the university students that was located in Bandung. Specifically, participants were students of the second semester.

1.6. Clarification of Related Terms

Certain key terms used prominently in this study are speaking, teaching speaking, Web-Based TED-Ed, and blended-learning. This part defines those key terms as follows.

Speaking; Speaking aims for communication which includes some important aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. Those aspects are speaking skills indicators. It includes producing and processing information to construct meaning. Speaking as a tool to deliver information that comes from out-thought (Brown, 1994).

Teaching Speaking; It means giving an understanding of speaking knowledge, creative activities, and using certain learning media by infusing technology in a classroom. Implementing Web-based TED-Ed media is one of the examples of innovation in teaching speaking. Teachers should be a good facilitator for students so that students can produce language (Harmer, 2007).

Web-Based TED-Ed; a media to support teachers in teaching since Web-Based TED-Ed gives students authentic and insightful material to increase students'

knowledge but in a fun way. TED-Ed contains watch, think, dig-deeper, and discuss-parts to help teachers in building an interesting environment in a classroom. Web-Based TED-Ed was formed to facilitate more interactive learning experiences for students when watching a rich array of videos (TED-Ed, 2014).

Blended-learning; a method that consists of a face to face learning and online learning. A classroom with video, using online web-based and facilitated by the teacher is a method used in this study. The use of blended-learning is necessary for recent years since it provides technology inside of face-to-face learning with teachers (Mehaffy, 2012).

1.7. Organization of the Thesis

This study pictured a classroom action research study that encompasses five chapters. The first chapter is this chapter that presents general background information, research question, the objective of the study, the significance of the study, limitation of the study, and clarification of related terms. Chapter Two introduces a literature review related to the theory of speaking skills, Web-Based TED-Ed, and blended-learning. Therefore, it provides the theoretical framework and results from previous related research in this section. Chapter three presents the research methodology, participants, data collection techniques dealing with instruments used in collecting the data, and concluding remarks to summarize the whole information guide. In short, this section refers to the detailed information about the ways or procedures on how to conduct this study in terms of obtaining the data until formulating the result of the development and piloting of speaking materials, and the participants' consent. Chapter Four shows the data processing methods and results continued by the discussion and analysis of the data. Finally, Chapter five summarizes the results, conclusion, and discusses recommendations for future research.