

CHAPTER I

INTRODUCTION

This chapter gives a general description of some fundamental reasons of the paper. This chapter consists of background of the research, the statement of the problems, the scope of the research, the aims of the research, the methodology of the research, participants, clarification of main terms, and the organization of the paper.

1.1 Background of the research

English is an important skill that has to be learnt in language learning (Brown: 2001). In Indonesia, improving speaking skill is not an easy matter, because English for Indonesians is foreign language. As a result, it is hard to have opportunities to speak English. In fact, some teachers still have problems with their speaking ability and still use bahasa Indonesia in the classroom. It is not an ideal situation for the learners in acquiring speaking, because Harmer (2002: 269) states that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language at the same time. In other words, when students want to acquire speaking ability, should try to practice and practice, because it is hard to acquire speaking ability if student only learn about the theories only without practice.

As an important skill, teaching speaking should be managed as effectively as possible by the teacher to keep the students motivated to practice speaking. Unfortunately, not all teachers realize the importance of teaching speaking.

Sometimes there are some teachers that only present their material and give the students assignment without giving any opportunities to the students to speak. The teachers who give a lesson in this way are not likely to motivate students to speak well. It can make students feel bored in the class and unable to become a good speaker.

In the process to be a good speaker, the students who practice this skill need some motivation and strategies. Murcia (1979:11) says that no matter what they are forced to do, they do not learn at all unless they want to do so. The statement means that students can be good learners in one subject only if they want to learn that subject. In this case, the teacher should be clever in arranging the teaching and learning process to make the students understand the material, and as good teachers, they also should have a good concept in teaching speaking. Those things are used to keep students' interest because when they are interested in the subject they will learn it well, and it could be easier to teach and also easier to understand.

Nowadays, genre based approach is widely used in all sectors of education (Nugroho and Hafrizon, 2009). Retelling story can be in a form of narrative which is included in genre based approach. Its purpose is to present a view of the world that entertains or informs the listener or the reader. (Emilia, 2011: 91). As a result, applying genre-based teaching method to teach retelling story by using the selected teaching aid is considered very helpful for students.

To help students in learning speaking, media is used as the selected teaching aid. Geriah & Ely (1980) state that media generally, is person, material

or event that make the circumstances that influence the student to obtain knowledge, skill and attitudes. By using media, students can be more excited when they are in learning process because sometimes students get bored when they are taught by conventional method. In other words, they need something new in their learning process. When the students feel bored, media can bring back their motivation to learn the material.

Video is one of media that can be used in teaching speaking. The use of interesting video can attract the students' attention and motivation, therefore the students can get relaxed while learning and imitating how people speak in English. In line with that, Brown, Lewis & Harclerod (1977:233) support that video can create a link between mind, sight and hearing. If this condition happens, students will be likely to focus on the material and will learn it in an optimum way. Nunan (2003:268) states that in studying other languages we need to purposely teach students the behavior that will help them be successful learners.

Based on the explanation above, this research was proposed with an intention to investigate: the effect of using video to students' speaking ability and to find out the students' responses to the use of video.

1.2 Statement of the Problems

In order to reach the aims of the research, research formulates the questions as follows:

1. Does the use of video affect students' speaking ability?
2. What are the students' responses to the use of video?

1.3 The Scope of the Research

The research is focused on investigating the effect of using video to students' speaking ability and to find out the students' responses to the use of video.

1.4 Aims of the Research

Associated with the research questions above, this research is proposed:

1. to analyze the use of video to students' speaking ability; and
2. to find out the students' responses to the use of video.

1.5 Hypothesis

The hypothesis proposed in this research is “the use of video affects to the students' speaking ability”.

1.6 Research Methods

The research starts with the null hypothesis, the two groups are considered similar in the beginning of the experiment.

$$H_0: \mu_1 = \mu_2$$

Notes:

H₀ : There is no significant difference between the experiment and control class in the mean adjustment level.

X₁ : experiment class

X₂ : control class

Kranzler and Moursund (1999) proposed that the meaning of null hypothesis is there is no difference between experimental and control classes in the *mean* adjustment level. So that the null hypothesis in this research is “there is no difference between the two groups, experimental and control classes, in acquiring speaking”.

The analysis of the research uses **t-test**. It is primarily proposed to determine whether the *means* of scores of the two groups are different to a statically-significant degree (Kranzlerand Moursund ch.7: 89.)

$$\left(\frac{G_1(\text{experiment})}{G_2(\text{control})} \middle| \frac{T_1 \times T_2}{T_1 \times T_2} \right)$$

Notes : G stands for class, T₁ stands for Pre-test and T₂ stands for Post-test

This research also collects data by distributing questionnaire to the students in senior High School. This questionnaire is about the difficulties faced by the students in senior High School in learning speaking. The data gained from the questionnaire will be used as reference for the researcher about how video story affects their ability in speaking.

1.7 Research Procedure

The research uses some procedures as follow:

1.7.1 Data collection

1. Preparing the investigation
 - a. Observation on the spot of research.
 - b. Preparing teaching instruments.

- c. Preparing tests.
 - d. Preparing questionnaire.
2. Giving a pre-test

This test is given to both classes, experimental and control class, based on the syllabus to find out the score of the student before the experiment. The tests are in the form of oral test; the students are asked to tell story based on the topic which is stated on the question.

3. Treatment

Treatments are given to both of the classes use different media. In the experiment class, teacher use video as a media in teaching speaking. The lesson plans that used in the experiment class lead the activities to the use of video in teaching speaking. In the control class, teacher use audio tape in teaching speaking. The lesson plans that used in the control class lead the activities to the use of audio tape in teaching speaking.

4. Giving Post-test

This test is given to both classes after the treatment is given to experimental class. Post-test is also in the form of completion tests. The result of the post-test is compared with the result of the pre-test. From this result, the researcher is able to identify the effectiveness of video in teaching speaking.

5. Giving questionnaire.

Questionnaire is used to gain appropriate data based on the students' responses toward the use of video as a media in learning speaking. The questionnaire is divided into five aspects, those are: students' difficulties in

speaking, students' problems in learning speaking, students' language skills improvement, students' encouragement, and the advantages of video.

1.7.2 Population and sample

The subjects of this research were students in one of senior high school in Bandung. The research focused on the first grade students. It was assumed that they have basic ability of simple sentence construction. Students in that school were chosen as the subject of the research. The reason for the selection of this school was that the school has properties that supported the researcher to conduct the research. Only one class was selected as experimental class and one more class as control class.

1.7.3 Instrument

This research was a quantitative experimental research. The sample was divided into two classes, experimental class and control class. Both classes were tested by pre-test and post-test. Before giving the post-test, video was given to the experimental class as the treatment. Besides, the control class was taught by audio tape as the treatment. Afterwards, the data which was taken from experimental class and control class were compared and analyzed to find out its significance.

1.7.4 Data analysis

The data analysis in this research was analyzed by several statistical processes. First, the experimental and the control groups' scores in the pre-test and post test were analyzed by using t-test formula to investigate whether the two

groups are equivalent or not. Second, the scores of pre-test and post-test of each group were analyzed to investigate whether there was a significant improvement in students' scores or not. Fourth, the students' perceptions were analyzed based on the questionnaire. The last the research findings were interpreted.

1.8. Clarification of Terms

In this research, there are some terms that need to be clarified to avoid misinterpretation and unnecessary misunderstanding of the terms used in this paper. Some terms are clarified as follows:

- Video: story which is covered by audio visual media that could stimulate students' motivation in learning speaking.
- Teaching: imparting of knowledge in this term retelling story by a teacher or other knowledgeable person.
- Speaking: the representation of language in oral form.

1.9. Organization of the Paper

The paper of this research was organized as follows:

Chapter I Introduction

This chapter presents the background of the research, statements of the problem, the scope of the research, aims of the research, hypothesis, research method, research procedures, population and sample, clarification of the key terms and organization in researching the use of video in teaching speaking.

Chapter II Theoretical Foundation

This chapter presents the related theories from the experts and their researches in the terms of the use of video in teaching speaking, with related literature that writer uses in the research.

Chapter III Research Methodology

This section presents the methodology in conducting the research of using video in teaching speaking. It includes the preparation stages, procedures, instruments, method, and the result of the research.

Chapter IV Findings and Discussion

This chapter presents the writer's interpretation about the result of the use of video in teaching speaking.

Chapter V Conclusion and Suggestions

This chapter presents the research conclusion and suggestions to other researchers who wish to conduct similar research of using video in teaching speaking.