

CHAPTER I

INTRRODUCTION

This chapter covers discussion about research context, research problems, research objective, significance of research, the definition of key terms and previous study.

A. Research Context

There are four English skills that we must master, namely; listening, speaking, reading, and writing. Also, there are four sub-skills of speaking, namely: fluency, vocabulary, grammar, and pronunciation.

Speaking is to express oneself by expressing a series of ideas in real situations. Speaking skills occupy the main place in giving and asking for information and advancing life in modern world civilization.¹

Speaking is the ability to say words in order to express intentions, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be understood.²

Speaking is the ability to speak and our speech is understood by others. speaking is related to listening. this means that what we are talking about is actually retelling what we have heard before. If we listen to it with a friend, the pronunciation or sentence we Express is not much different from what the friend said. For example, if we listen to a stranger talking through a

¹ Basuki, "Meningkatkan Speaking Skill Siswa Menggunakan Media Twincards Dengan Teknik Permainan Kelas Viii-A Smp Negeri 1 Kalitengah Semester I Tahun Pelajaran 2018/2019", *Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia* Vol. 5, No. 1. Mei 2019. 25.

² Agus Setyonegoro, Hakikat, Alasan, dan Tujuan Berbicara, *Jurnal Universitas Jambi* Vol. 3 No. 1. Juli 2013. 67.

Western movie or video conversation in English, then our speech will be close to what the stranger is saying.³

The extent of the development of the English language at this time makes many textbooks written in English. Thus, mastering English becomes very useful for students to absorb various information conveyed in English. For students, it is very important to master English both actively and passively, on the other hand, students who do not master English will experience many obstacles in their studies, especially at the level of higher education.⁴

Problems in speaking skills do not only exist in society, but also in schools and lectures, not all students have good oral language skills, which is due to the absence of a habitual factor. However, learning English, especially speaking, does require a bit of hard work. We need to consider how students speak English quickly and fluently. Even though learning can run if the student is at least able to respond to questions from other speakers.

Learning speaking in class is often difficult and stressful because not all students have the confidence, especially when it comes to expressing their own opinions. This is caused by several things, such as which the researcher found in the field while doing pre-research, namely: a fear of being wrong or nervous when they want to express their opinions or lack of ideas and vocabulary to express them, so they choose to remain silent.⁵

³ M. Solahudin, *Speaking Addict*, (Noktah: Yogyakarta, 2018). p. 16.

⁴ Peng Kheng Shun, *Menikmati Belajar Secara Kreatif : Petunjuk Bagi Siswa dan Mahasiswa untuk Meningkatkan Semangat Belajar*, (Yogyakarta, Samudra Biru 2011), hlm. 48.

⁵ Interview with teacher. 21 December 2021.

Teaching and learning to speak is an important part of any language education class, not only spoken language offers the ability to learn as the primary communicative medium in the classroom, but is also an important component of the content of the syllabus and learning outcomes. However, teaching speaking remains a challenge for many English teachers. The main issue here is whether what happens in the speaking class has to do with 'doing' teaching or 'teach' to speak.⁶

In some ways, teachers should be creative in creating interesting activities to help students improve their pronunciation. Of course they must adjust to the interests of students to determine the appropriate activities. Teachers must be careful in choosing materials in teaching speaking.

The role of the teaching method itself, is to achieve the ability that the teacher wants to achieve students. By understanding the role of this teaching method, teachers can determine what methods will be applied in the teaching and learning process, which is also closely related to the teacher's ability to determine the process of learning activities in the classroom. Teaching that involves listening and speaking is designed to allow students to express the different sounds of each different letter and understand its meaning.⁷

The opinion above is in line with the research that researchers want to research is video (audio-visual) media. Video media (audio-visual) is media that has sound and image elements. This type of media has better capabilities, because it includes both auditive (hearing) and visual (seeing) media types.

⁶ Anne Boms, "Concepts for Teaching Speaking in the English Language Classroom", *Journal Language education and Acquisition research network* Vol 12. 1 January 2019. p. 1.

⁷ Febi Nur Biduri, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, April 2016) p. 109.

This media is a tool or material that helps written and spoken words in transmitting knowledge, attitudes, and ideas in learning situations.⁸

Using video, we can re-show certain movements. In the form of movements that can stimulate students and make students respond to it. Also can use certain effects, it can make the presentation interesting and the learning process going well.

In addition, the implementation of learning using video for English was also carried out by the teachers of SMP Negeri 4 Pamekasan. In addition to using videos to support their lessons, teachers also use several media such as pictures, PPT, realia, etc.⁹

Based on the facts found in the field, the researcher was inspired to research more about “The Use of English Video in Teaching Speaking at Eight Grade of SMP Negeri 4 Pamekasan 2021-2022 Academic Year.”

B. Research Problems

According to John Creswell, research focus or we can call it as a research topic is the board subject matter addressed by the study.¹⁰ Based on the above statement, this research is focused on the formulation of the problem as follows:

1. How does the teacher use English video in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan?

⁸ Ahmad Suryadi, *Teknologi dan Media pembelajaran Jilid 2*, (Sukabumi, Cv Jejak Publisher, 2020), hlm. 92.

⁹ Interview with Hesty Ekowidiastutik S.Pd. English teacher at SMPN 4 Pamekasan. 21 Desember 2021.

¹⁰ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012). hlm, 59.

2. What are the advantages and disadvantages of using English video in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan?
3. How do students respond to learning speaking using English video in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan?

C. Research Objectives

Form the rumors of the problem above, the following objectives can be obtained:

1. To describe how does the teacher use English videos in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan.
2. To know what the advantages of using English video in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan are.
3. To find out how do students respond to learning speaking skill using English video in teaching speaking at 8th grade of SMP Negeri 4 Pamekasan.

D. Significance of Research

Significance of study is the usefulness or urgency of research, both scientific (theoretical) and social (practical) uses.¹¹ So in the statement, it can be said that the significance of the study is an explanation that explains the benefit for several groups including students, teachers, and researchers. This research is expected to have use values in several groups including the following:

¹¹ PPKI (Pamekasan: Madura State Islamic Institute, 2020), 19.

1. Theoretically

This research is expected to increase knowledge and get a lot of related information in the field of education, especially in the subject of students' speaking ability.

2. Practically

a. For teachers,

The result of the study will give good input for the English teacher in that school and other schools. Besides, teachers can broaden their knowledge of how to attract students to learn speaking skill.

b. For students,

It is expected that students will recognize their problems and they have a way to solve those problems by themselves.

c. For researchers,

Hopefully, this result can be a provision for the researchers to be professional teachers in the future.

E. Definition of Key Term

Definition of terms or operational definitions is needed to avoid differences in meaning or lack of clarity of meaning.¹² Usually used to avoid the reader in misunderstanding. Researchers want to explain the term as follows:

1. Speaking is the delivery of language through the mouth.¹³
2. Video is a type of magnetic tape used for recording moving pictures and sound.¹⁴

¹² Ibid, 19.

¹³ <https://www.englishclub.com>

F. Previous Study

Previously, researchers have found research written by previously, researchers found research written by Satriani Sappe entitled “The use of Animation video to Improve the Students’ speaking ability at seventh graders of SMPN 1 Sungguminasa, Gowa”¹⁵. This research tells about using animation video to improve students speaking skill. The similarity in this study is that they both use audio-visual media to improve student's ability in English speaking skill, while the difference in this research is where the research is conducted and the research methodology. The objective of this study was to find out whether there was an improvement in students' speaking ability using English animation video as a teaching method.

The subjects of this research were 20 students in the seventh class, and the research variable were teaching speaking skill through animation video as independent and students speaking skill in term of pronunciation and vocabulary as dependent video.

The result of the data analysis show that the mean score of the students in pronunciation is proved by pos-test 77.2 was higher than the mean score of the students in pre-test 59.9. mean score of the students is proved by pre-test 61.25 and post-test 77.95, and the hypothesis t-test value was 4.09. it means that H1 was accepted, and t-table 2.09. Based on the findings that there was significate difference between the result of pre-test and pos-test. In other words, using animation video was very good in enhancing the students speaking skill especially in pronunciation and vocabulary.

¹⁴ Oxford “Learner’s Pocket Dictionary” Fourth edition. 493.

¹⁵ Satriani Sappe “The use of animation video to Improve the Students’ speaking skill at seventh graders of SMPN 1 Sungguminasa, Gowa”, (Universitas Muhammadiyah Makassar). ix.

Second, the researcher found research written by Chandra Surya Pratama entitled “The use of Cartoon conversation video to Improve students’ Pronunciation ability in Speaking at the Eighth Grade of SMPN 1 Kauman in the academic year 2019”¹⁶. This research tells about using cartoon conversation videos to improve students pronunciation in speaking skill. The similarity in this study is that they both use audio-visual media to improve student's English skill, while the difference in this research is where the research is conducted and the research methodology. The objective of this study was to find out whether there was an improvement in students' English pronunciation using cartoon conversation video as a teaching method.

This study used classroom action research conducted in two cycles. There were 32 students of the eight class A, they were pairs that practical the conversation in pairs. The result of the data, from the questionnaire I got 93%, and in cycle 2 got 98%. The score showed that in the cycle I test the students who got >75 was 87.50%, and in the cycle 2 test all of the students can reach >75. This research shows that the cartoon conversation video was successfully improving pronunciation ability.

The latter, researchers found a study written by Arum Mustika Wati entitled “The effectiveness of using video in Teaching speaking for the eighth grade students of SMPN 1 Manisrenggo”¹⁷. This research tells about effectiveness using video in teaching speaking skill. The similarity in this research is the use of video in teaching English skill, while the difference in

¹⁶ Chandra Surya Pratama, “The use of Cartoon conversation video to Improve students’ Pronunciation ability in Speaking at the Eight grade of SMPN 1 Kauman in academic year 2019”, (Universitas Muhammadiyah Ponorogo). ix.

¹⁷ Arum Mustika Wati, “The effectiveness of using video in Teaching speaking for the eighth grade students of SMPN 1 Manisrenggo”, (Yogyakarta State University). xiv.

this research is the researched object. The study is to find out whether there is a significance difference in speaking ability between who were taught by using videos and those who were not.

The research was classified as a quasi-experimental study, it involved 68 students of two groups. Class 8a as the experimental group and class 8b as the control group. The experimental group was taught by using video, whereas the control group was taught by using textbook-based technique. The result of the research show that there is significant difference in the speaking ability between student who were taught by video and by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 (P-value= $0.000 < 0.05$). Therefore, the hypothesis of this study was is accepted. It means that the video technique significantly improves the students speaking ability in the English teaching at SMPN 1 Manisrenggo.