CHAPTER I

INTRODUCTION

The chapter presents the discussion of some issues related to the topics of the research. They are background of the problem, formulation of the problem, objectives of the research, significance of the research, scope and limitation of the research, and operational definition of variables.

1.1 Background of the Problem

Learning English language means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Brown (1983:43) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students. Helping the students develop the speaking skill is not merely, so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need for further study, work or leisure, so that they will not be among the many people who are unable to express their idea in English after having studied it for some years. The teachers, therefore, are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to learn English. William and Burden (1997:111) say that motivation is the most powerful influences on learning.

In this research, teaching speaking using video is introduced. Video as audio visual aids is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teach the four skills namely reading, listening, speaking and writing. Rice (1993:63) says that video has so much to offer. Furthermore, Heimei (1997:38) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in culture whose language they are learning into the classroom. It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom. Based on the phenomenon above, it is necessary to conduct a classroom action research. This research is originated with Kurt Lewin, an American psychologist, who introduced it in educational research in the mid 1940. Although the research is classified as either quantitative or qualitative research, the method applied in this research is descriptive qualitative method. It allows us to describe what is happening and to understand the effects of some educational intervention.

The principal foundations conducting this research are to solve the identified problem and to understand the effects of some interventions. These two principals are aimed to make improvement and to see change. Mills (2006:6) says that the goals of conducting action research are to gain insight, to develop reflective practice, to effect positive changes in the school environment (on educational practices in general), and to improve student outcomes and the lives of those involved. That is why a collaboration classroom action research with

school teacher to make light of speaking on the seventh grade students at MTs As'adiyah Kraton is conducted in this research.

1.2 Formulation of the Problem

Based on the background of the problem and the identification of the problem above, this research focuses on how to use video in teaching speaking to students'. The problem in this research is formulated in the following questions:

1.2.1 What are factors causing the low speaking skill in the class?

1.2.2 How is the application of video in teaching speaking?

1.3 Objectives of the Research

The objectives of this research will be the answers to the questions stated in the formulation of the problem. The objectives of this research, therefore, can be stated as follow:

1.3.1 To find out factors causing low speaking skill in the class

1.3.2 To describe application of video in teaching speaking

1.4 Significance of the Research

The results of this research are expected to give significant contribution to the following persons:

1.4.1 The students at MTs As'adiyah Kraton

Through video, they are expected to have good development in speaking skill. By having video, they will feel happy to learn English since they are put in an enjoyable situation

1.4.2 The teachers of MTs As'adiyah Kraton

It is expected that the research can give inspiration to the teachers of MTs As'adiyah Kraton to have more efforts in developing various teaching techniques. It also expected that the teacher would conduct the same research with her colleagues to get some improvements in the teaching learning process since being a self-reflective teacher is important for teacher professionalism development.

1.4.3 The principal

It is expected that the principal promotes this research to the teachers and facilitate them to do the research. As a place to gain knowledge and education, school having good facilities that support teaching learning process is not enough. There should be an effort for teacher to develop professionalism. School regulator should provide the effort for the sake of students, teacher, and school committee itself.

1.4.4 The other researchers

This study is one of the ways in improving students' speaking skill. It is expected that the findings will be used as starting points to conduct another

research. There are many others techniques to make teaching learning process more effective.

1.5 Scope and Limitation of the Research

The main scope and limitation of this research is to discuss about how to use video in teaching speaking.

1.6 Operational Definition of Variables

It is very important to give definition for the variable used in this research for better understanding of the concept between the researcher and readers. In the research, the variables to be defined operationally were video. Mark McKinnon (1998:56) says that video is a valuable and possibly underused classroom tool. There is always the temptation to simply put a video on at the end of term and let our students watch a video without even challenging them to be actively involved.

The use video in teaching in this research means a method which used by the researcher as a teacher to make light of speaking by watching video. Mark McKinnon (1998:57) says that the video as a listening tool can enhance the listening experience for our students. We rarely hear a disembodied voice in real life but as teachers we constant aching learning ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a completely

new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip; provide an important visual stimulus for language production and practice.