CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the compulsory subjects in senior high schools. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching purposes.

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001: 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language ‘on the spot’. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people’s behavior, asking and giving services and others. As stated by Richards and Renandya (2002: 201), speaking is used for many different purposes and each purpose involves
different skills. Therefore, the ability to speak a foreign language is a very complex task.

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students’ speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in SMA Berbudi Yogyakarta. She found that from those four basic skills, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if she asked them to speak, the students just kept silent. She also found that there were some other factors that influenced students’ learning speaking development. Less motivation of learning English, self confidence, psychological condition, limited support facilities and lack of media became the causal factors.

Based on those conditions, the researcher thought about how to make the class communicative, attractive, contextual, and finally improve their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking are important. One of the media that can be used is video. Teaching speaking through videos can be very useful for the effective and joyful learning. Videos can also give positive effects on the students’ interest and motivation in
studying English as well as to increase their speaking skill. By using videos, the students can derive meaningful contexts for language that is being learned. Therefore, the researcher decided to conduct action research to improve the speaking skill of the tenth grade students at SMA Berbudi Yogyakarta by using videos. Then, the researcher, the English teacher and the students worked collaboratively to identify and overcome the existing problems. With the problem being overcome, the students were expected to be able to improve their speaking skill.

B. Identification of the Problem

To identify the problems in the field, the researcher did an observation before doing the research. In the observation, some information about the problems in the speaking English teaching and learning process in the class was obtained. Those existing problems are described as follows.

The first problem is related to the students. In general the students had less motivation in learning English. They did not show the interest to take part in the classroom activities. They were passive in the teaching and learning process. Actually, there were a few of the students who wanted to learn and to practice their English but they were not brave enough to find partners and practice speaking English. This is perhaps related to the fact they have inadequate mastery of vocabularies, grammar, and pronunciation. On the other hand, some of them did not pay attention to the teacher and the lesson whereas students as the main part of the learning process play an important role in maintaining the quality of
interaction in the classroom. Students who give positive responses to the teacher’s talks and the classroom activities indicate a good quality of classroom interaction.

The second problem is learning materials. The learning materials which are good for maintaining the classroom interaction should provide opportunities for the teacher and students to interact. However, the students only had a worksheet or LKS, as their main course book from this school. The materials in this book did not provide activities stimulating interaction. Therefore, the teacher must give them communicative and attractive activities to invite their interest.

The third problem is related to the students’ speaking achievement. They found it difficult to choose the appropriate expressions in particular conditions and expressing their ideas because of limited vocabularies, missed in pronouncing some words and develop their confidence to speak English.

The last, in the English teaching learning process, media and technique are the factors needed to support the process. Media play an important role in facilitating the teaching learning process. Media can provide students with learning experience. The use of media and good teaching technique in the English teaching and learning process are so helpful that the process can run effectively and efficiently. However, this school has a multimedia class but it is rarely used. From those some problems, the researcher tries to use the multimedia class and provide the students with teaching media in their learning process.
C. Limitation of the Problem

Based on the background and the identification of the problem, the problem of the research is focused on how videos can effectively improve the speaking skill of the tenth grade students at SMA Berbudi.

D. Formulation of the Problem

The problem of this research can be formulated as follow:

How can videos be implemented to improve the speaking skill of the tenth grade students at SMA Berbudi?

E. Objective of the Research

The objective of this research is:

To improve the speaking skill of the tenth grade students at SMA Berbudi by using video.

F. Significance of the Research

This research is expected to give a valuable contribution to the following parties:

1) For the students, it would be an effort to improve their speaking skill.
2) For the English teachers, it would be an opportunity to improve the quality of teaching speaking by using videos for the students.
3) For the school, it would function as the first step to act efforts in improving students’ speaking skill.
4) For the English Department, the researcher hopes that the result of this research study can be an input of reference.