

CHAPTER 1

INTRODUCTION

This chapter explains the background of the research, research question, objectives of the research, limitation of the problem, significant of the research, research methodology, definition of key terms and organization of the paper.

A. Background of the research

English as an international language has been taught at junior high school and senior high school as the main curriculum in Indonesia. The student, of course, has some difficulties in learning English because English is not their mother tongue. Although the students have learned English since elementary school, they still encountered difficulties in mastering the language. English is taught at the school with the aims to provide the students with some skills. There are four skills in English, those are listening skill, speaking skill, reading skill and writing skill.

Nowadays in the global era, English is used as the international language for business, tourism political and international relationship. Related to fact above, Broughton (2003: 1) states that English is an international language and most people in the world use this language. It is the broadest student as the foreign language in the world. In fact, it can also be seen in Indonesia English is learn widely either fo general or specific purpose informal as well as information and education from elementary school up to junior and high school as well as universities.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Brown (2001: 267) mentioned that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

The implementation of the use of video as teaching media in speaking class can cover a procedure of three main phases: The first phase is pre-viewing, (1) eliciting the target vocabulary to be used in the video and writing them down on the board , (2) elaborating the target vocabulary with the target expressions used of the video, (3) telling the students on what they are going to study about and setting up the classroom so that they will be ready to watch video. The second phase is whilst-viewing (1) assigning the students to watch the video (without the sound) and asking the students to predict things (place, actions, expressions), (2) playing the video (with the sound) and letting students check their own prediction, (3) giving students three chances to watch the video with sound, (4) having students do rehearsal focusing on vocabulary, pronunciation, and expressions used in the video. The third phase is post-viewing, (1) providing another dialog/conversation and asking the students to identify typical expressions relevant to the topic, (2) assigning the students to act out or doing role play with similar topic of the video in pairs or group, (3) giving the feedback and corrections from the students performances.

Based on the writer's observation in SMA Kartika XIX-2 Bandung, especially in the second grade. The writer found that speaking is actually one of the students' fears in learning English, the students look less confident in speaking English, the students look afraid of making mistakes in speaking. According to their English teacher, the students look like that because they have no idea about what they must say, so they are less confident in speaking and they are afraid of making mistakes in speaking, the students do not interest with the speaking activities although the teacher gives many materials and support them try to speak with another friends. In this cases, the researcher believes that using media is the right choice to solve those problems

Based on the findings, it is concluded that the use of video as teaching media can be one of the solutions to improve not only the students' speaking skills but also their' positive attitude in the teaching of speaking. Therefore, English teachers are suggested to use the video as teaching media to teach their students in speaking class and it is also possible to teach other language skills or components. The limitation of this research was about the kind of video. Since in this research the researcher used the instructional video, for other researchers are suggested to use other kinds of videos which are not used for instructional objectives.

Teaching speaking using video is introduced. Video as an audio-visual aid is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teaching the four skills namely reading, listening, speaking and writing. Rice (1993) said that video has so much to offer. Video Pageants as an entertainment media can be used in speaking instructional. It can

entertain the students, Besides, Video Pageants has an educational side, for example when arrived at the final question session of video pageants that present the finalist who speak in a good and right way in English. The students can learn how to speak English in a good and right way. In making good questions and answer.

Based on the explain above the writer is interested in carrying research entitled “THE USE VIDEO OF PAGEANTS’ FINAL SESSION QUESTION TO TEACH SPEAKING ABILITY”

B. Research Question

In line with the background above, the research question of this research is:

Can video final season question pageants improve the student’s speaking ability?

Hypothesis

The null hypothesis (Ho): There is no improvement of students' speaking ability by using Audio Visual Media.

C. Objectives of the Research

Based on the research question stated above, the objective of the research is:

To find out the improvement of the student’s speaking ability using video final season question pageants.

D. Limitation of the Problem

This video to improve the speaking ability such as expressing ideas and opinion expressing a wish a desire to do something, solving a particular

problem, problem, establishing and building social relationship and friendship, maintaining business or other professional reasons. but it is this research, researchers used the video to improving speaking ability in expressing invitation and expressing sympathy. The researcher did the research in senior high school SMA KARTIKA 2 BANDUNG at second grade IPA 2 .

E. Significant of the Research

The result of this study have benefit both theoretical and practically:

1. Theoretical aspect

Theoretic, this reaseach can be reference and guidance fo the professional in doing the reseach in the same field

2. Pendagogical aspect

Pendagogicaly this reaserch can enrich the broaden the insight and knowledge of educator about didactic and methodical science, especialy in speaking learning and encrich and braden student insight and knowledge on how to learn speaking

3. Practical aspect

a. For policy makers of education the result of this study are expected to provide input or made referce materials in making curriculum and syllabus, especialy in speaking learning, in order to increase learning to speaking to be more effective and more independent.

- b. For educators, the result of this study are expected to be a guide in teaching speaking skills, so as to improve the quality of listening learning to be more innovative, creative, and independent .
- c. For student, the result of this study are expected to be a guide in learning speaking skill independently.

F. Definition of Key Terms

1. Improving: According to M. Taufik Amir, (2009:8), the students should be active in the learning process in choosing to formulate the information, construct the information, consider and reflect the students experience to determine how knowledge can be transferred to all situations.

2. Speaking skill: speaking is the art of communications is productive skill, good speaking skill is an act of generating words, that can be understood by listeners

3. Video: Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. It also brings how people behave in the culture whose language they are learning into the classroom. It enables students to have the authentic experience in the controlled environment. It is also contextualizing language naturally by showing real life into the classroom.

G. Organization of the Research Paper

This paper will be organized into following chapters.

CHAPTER 1: INTRODUCTION

This chapter will present introduction, consist of a background of the research, Research questions, objectives of the research, Limitation of the problem, Benefits of the research, Research Methodology, Definition of the key term, and Organization of the research paper.

CHAPTER II: THEORETICAL FOUNDATION

This chapter will present the result t of the researcher's search on theories or related research studies in the similar field. It provides the readers' theories which they need to comprehend this present study.

CHAPTER III: RESEARCH METHODOLOGY

This chapter will discuss the research design, research method, research instrument, research population and sample, research data collection and research procedures.

CHAPTER IV: RESULT AND DATA ANALYSIS

This chapter will describe of Data analysis and discussion.

CHAPTER V: CONCLUSION AND SUGGESTION

This chapter will take the conclusion of the research findings and give a suggestion.