

CHAPTER I

INTRODUCTION

A. Background of the Study

Being a language teacher means you must make decisions all of the time. The decisions are such as what will be the goal of the lesson, which language teaching method will be the most effective method in reaching it, what teaching technique will be suitable to deliver the lesson to the students, what media will be used, what will be the best means of evaluation to see if it has been reached.¹ Those decisions are made carefully in order to have an interesting atmosphere of teaching and learning. An interesting atmosphere of teaching and learning can be made when the students enjoy learning the lesson while the goal of the lesson is reached.

One of the greatest enemies of successful teaching is students' boredom. This is often caused by the predictability from the students. Students frequently know what is going to happen in the class. They know this because it will be the same as what happened in the last class. John Fanselow, in his book ' Breaking Rules ', suggests that teachers need to change their behavior patterns. If a teacher normally teaches in casual clothes, he should turn up one day wearing a suit. If she is normally noisy and energetic as a teacher, she should spend a class

¹ Diane Larsen – Freeman, *Techniques And Principles in Language Teaching* (Oxford: Oxford University Press, 1986), 1.

behaving calmly and slowly.² If he or she teaches using conventional technique, he or she should have varieties of technique to deliver the lesson to the students. The varieties are needed to keep them stimulated to learn English and build an interesting atmosphere in class.

Teaching English using technology is widely used in many schools throughout the world. The conveying of language and literature always involves technology, as far back in time as the music, masks, and performance materials that supplement oral storytelling and drama. The printing press, books, and libraries are technologies of enormous impacts that we now accept as tools for teaching English. More recently film, television, radio, and media production is the focus technology and teaching courses.

Recently, advances in computers, digital memory, internet resources, audio and visual transmission, virtual imaging, and wireless communication have created new possibilities for the use of technology in teaching English. There are many useful new tools for teaching and learning English made and used such as web publishing, digital archives, digital video, electronic conferencing, blogging, wikis, podcasting, on-line or off-line gaming, and virtual reality worlds. The fast development of technology, digital video capturing and viewing is very popular today in our lives. Teaching-learning process using video has been very common in education for the last couple of decades. Video is a valuable and possibly underused classroom tool. We can make a different interesting atmosphere in

²Jeremy Harmer, *How to Teach English* (United Kingdom: Longman, 1998), 5.

teaching English by using video. The settings, actions, emotions, gestures are things that our students can observe in a video. Video also provides an important visual stimulus for language production and practice.

According to YuniAliyah, on her thesis about the implementation of recorded report video to teach speaking, teaching speaking using videos can improve the students' speaking skill. There is a progress of the students' speaking skill after the students get the treatments.³ However, the video which is used to be implemented is not the students' video record. She takes the recorded report videos which are available on the sites, and shows the videos to the students. Then, the students don't discuss it, but they rewrite the report on the video and read what they have rewritten in front of the class. So that, it can be concluded that Yuni's research on the implementation of recorded report video is different with this study.

There are many kinds of videos and activities to do with it which can be used in teaching English. The activities are such as watch and observe, observe and write, video dictogloss, and video as a listening tools. The videos which can be used in teaching English are such as a full film, video clip, video of news report, vodcast (video podcast), and video record. Even though the use of video is always presented in education, the introduction of digital video related to video capturing and editing software in personal computer leads to an increase in

³YuniAliyah. *The Implementation of Recorded Report Video for Teaching Speaking to Improve Students' Speaking Ability at MAN 1 Surabaya*. Unpublished thesis. State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya. 2009.

individual use on self recorded videos by both teachers and students.⁴ One of the videos used in teaching English is the video record. The video record may provide motivation to rehearse and polish a spoken performance.

Helena states on her book that the activity of recording students' speaking performance using video camera or Dictaphone can become a great way. The process seems formal and professional. Students tend to persist on their roles and do the best if they know that their performance can be replayed and evaluated.⁵ While the students know how good their speaking skill is by evaluating their video record, they also know which part of their performance that should be improved.

Besides, students usually face some problems in learning speaking. Sometimes students feel shy to speak because they are not confident. They feel uncomfortable to speak in front of their classmates. They may also worry about making mistakes and being criticized in front of the rest of the class. Another common problem is students sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unfamiliar. Based on those reasons, many experts of education come up with a lot of techniques to overcome the students' problem in speaking lesson.

⁴PerihanSavas, "Use of Digital Video Recording In the Preparation Stage of Pre-Service Foreign Language Teachers' Micro-Teachings". *International Journal on New Trends in Education And Their Implications*. Vol. 3 Issue 3, July 2012, p.107

⁵Helena Ceranic, *PanduanBagi Guru BahasaInggris* (Jakarta: Erlangga, 2011) p. 74

The researcher applies this research for the 11th graders of SMAN 1 Waru. The researcher chooses the 11th graders because the topic of this study, narrative text, is related to the 11th graders. Besides, the researcher wants to know the speaking skill of the 11th graders after they have practiced more since in the 10th grade.

Based on the preliminary study, by interviewing teacher and some of the students at SMAN 1 Waru, the researcher finds that the students have great willingness in learning English. They ever joined some debate competition and speech contest. Even though they did not get the first winner, they still want to learn more. The teacher also uses traditional technique to teach speaking. The teacher usually asks the students to find some text and retell it in front of the class, but the students don't retell it. They only read it in front of their classmates. Based on those problems, the researcher wants to do an experimental research about *The Use of Video Record to Improve Speaking Skill on Narrative Text of the Eleventh Grade Students at SMAN 1 Waru.*

B. Statement of Research Problem

This study focuses in the following statement of the problems:

1. How does teacher use the video record in teaching and learning English?
2. How does video record improve students' speaking skill?

3. Do students who are taught through video record have better speaking skill than those who are not taught through video record?

C. Significance of the Study

The researcher believes that this study might provide valuable information to the development of video record as an alternative technique. For educational theorists and researchers interested in video record, it is hoped that the study will contribute a better understanding of the nature of video record assessment in EFL speaking settings. Besides, the researcher also hopes that the research will contribute to set up a feasible video record and offer suggestions for classroom practices and policy making.

D. Objective of the Study

The general objectives of this study are:

1. To know how the teacher implements video record in teaching and learning English.
2. To know how video record improves students' speaking skill.
3. To know whether students who are taught through video record have better speaking skill than those who are not taught through video record.

E. Hypothesis

1. Null hypothesis (H_0)

Students who are not taught through video record have better speaking skill than those who are taught through video record.

2. Alternative hypothesis (H_a)

Students who are taught through video record have better speaking skill than those who are not taught through video record.

F. Definition of Key Terms

a. Video record

Video record is a medium to explain things or tell a story using a video. In this study, video record is made by the students using the handy cam, digital camera, or camcorder to explain the material which they have got from the teacher. The video is showed in the classroom and discussed by the students and the teacher.

b. Speaking

Speaking is a way to express, communicate, or show opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.⁶ In this study, speaking is the way of the students to express their ideas orally

⁶ Oxford Advanced Dictionary, p. 13

through the video record and their presentation of their video record in the class.

c. Improve Speaking Skill

Improve means to make something better than before. In this study, improve speaking skill means there is increases after the students get the treatments. So the improvement can be measured from the difference of the students' pretest and posttest.