

# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, formulation of the research problems, objectives of the research, significances of the research, definition of key terms

### **A. Background of the Research**

The spread of English as global language covered the aspect of linguistic, social, and cultural implications that influence human around the world. As the leading language today in almost on all continents, no doubt that English being used in politics, economics and business, education, technology, media, etc. Its almost used as mediator for people around the world to get communication easily even they have different mother language (Schneider, 2011:2). Its the reason English should be learnt as the second language both in school and university.

In teaching English, media has an important role to help both teacher and students in learning English. It is supposed to make students more enjoyable (Richard and Rodgers, 1986:87) and effective to participate in teaching learning process. It means that the role of teacher is very important to prepare suitable media to teach students. There are many kinds of media that can be used by the teacher in English teaching-learning process such as audio, visual, and audio-visual media. Textbook is the one of visual media which have been used since long time as sources. Today, the modern technology can be used also as media besides textbook to ensure the different sources. This statement in line with Tomlinson (2008:17) who said that many offer additional material besides textbook such as cassette tapes, CD room, tests, extra

resources, photocopiable materials, web resources, mini dictionary, mini references, and video. As long as teacher underlines the most important thing of media is be able to be used by teacher and students as facilitator in teaching learning process.

In general, the advantage of media is to accelerate the students' intention and concentration to make teaching and learning process more effective. Naumes (2013) stated that the technology and visual auditory stimuli on the students' attention and behavior and fostering their concentration and engagement during the task. In specific the use of media to teach speaking skill is to help the students understanding more about language used, the students can see the reality of the language used by native speaker on the use of audio visual media. In other hand, the used of media in teaching and learning process is to make the students easy to understand the material. Moreover, the use of media in teaching can stimulate students' attention, behavior and concentration. It also can increase students' learning efficiency and performance.

Video is chosen as media in teaching speaking because it is very complicated, which can coup variety of visual elements and great range of audio experiences in addition to spoken language (Richard and Renandya, 2002). The use of video in teaching speaking will stimulate and motivate students in learning. In line with this statement, Harmer (2001) states video has several benefits such as: students can see the language between used, expression and gesture, cross cultural awareness through videos- especially authentic video, students can see another culture being displayed in the video, and the last is increasing students' motivation. It is believed that the use of video in teaching speaking will give positive contribution.

Related to the statements above, some previous studies have been approved it. Depends on previous study from Aprilianti in 2017 at junior high school, she found

that appropriateness of media in learning would have an impact on the students learning outcomes. For the second previous research is from Khafidhoh in 2016, she found that the instructional media is very good and feasible to use in English materials. For the last previous research is from Baidawi in 2015 at senior high school he found by using visual media the students do not only listen to the teacher but also observe and demonstrate so it can fulfill students need with different need and background. In 2013, Arum Mustikawati did quasi experimental where the control group is taught by using textbook only as media while the experimental group by using media video. The result shows that students in experimental group get higher score than control group. It means that media video is effective to teach speaking and it can increase students' speaking achievement. Those previous studies shows how the important of video as media in teaching students. Moreover, it will give good impact for students to understand the material easily (Masyitoh, 2017). From that prove, it would be better if teacher able to prepare video in teaching English, but not all videos able to support teaching learning process. It means that the field of those previous studies did not reach yet research and development field. It only proves the benefit of using video in teaching, but does not yet develop the video to teach. Due to the conclusion, researcher conduct research and development to develop the video in teaching speaking for third semester of students at IAIN Tulungagung.

Practically, based on preliminary study through questionnaire that have been conducted at 12<sup>th</sup> November 2019 on third semester of English department students of IAIN Tulungagung, the result showed that students need more media to help them learn speaking subject. They said that the teacher only give printed-text as a material to guide their learning process, then the students practice on group in front of the class

to perform their speaking. This statement also strengthen from the interview with speaking lecturer. It means, the available of media to teach in this class is less and should be designed an appropriate media. Moreover, the students agree that video as supplementary media will help them more in understanding speaking material because it is completed with visual and audio they can listen. Those explanations are enough to be a reason why media video should be developed for third semester students at English Department IAIN Tulungagung.

Research and Development (R&D) is started by doing need analysis. Need analysis is illustrated as the systematic collection and analysis of all necessary information which is use to define and validate appropriate curriculum purposes for students that satisfy the language learning within the context of particular institution that influence the situation of teaching and learning process (Brown in Akbar, 2014). Need analysis in this research is conducted through questionnaire about the media that needs by students and their view about criteria of video. Data from need analysis will be used to develop media video as a supplementary material based on syllabus. The developing media would be different with others developing media which is focused on the conversation about expression. This developing media is suitable with third semester students of IAIN Tulungagung at English deparment who had material about public speaking. It means that the video consist of the suggestion and example of how to be a good public speaker. This point would be the strength and characteristic of this developing video and it was different from other studies.

## **B. Research Question**

Based on the background of the study, the problems of this study are formulated as follows:

1. How is the available media that used as a source in supporting speaking subject for third semester students at English department IAIN Tulungagung?
2. How is the process to develop video as supplementary media in teaching speaking subject for third semester students at English department IAIN Tulungagung?
3. How is the user satisfaction about the media video to teach speaking subject for third semester students at English department IAIN Tulungagung?

### **C. Objective of the Research**

Considering above the problem, the objectives of this research can be elaborated obviously as follows:

1. To analyze the available media that used as a source in supporting speaking subject for third semester students at English department IAIN Tulungagung.
2. To describe the process to develop video as supplementary media in teaching speaking subject for third semester students at English department IAIN Tulungagung.
3. To describe the user satisfaction about the media video to teach speaking subject for third semester students at English department IAIN Tulungagung.

### **D. Significance of the Research**

Theoretically, this research focus on developing media video and hope the result can give contribution in teaching speaking process. Practically, it will give some benefits for;

1. Teacher

This study can be used by teacher in teaching speaking with interactive media video.

## 2. Student

This study was used to motivate the students, help them understand the material, and improve their speaking ability.

## 3. Future Researcher

Hopefully, this researcher will be useful for the teacher as a reference to develop media to improve students' speaking ability by using videos. Besides that, the researcher will get more information to improve the final project to help the teachers provide a suitable technique in improving the students' speaking ability.

## **E. Definition of Key Term**

There are some key terms in this study to clarify the meaning briefly and avoid misunderstanding as listed below:

### 1. Speaking

This speaking for third semester students at English department IAIN Tulungagung. The material is taken from book *The Art of Public Speaking* from Stephen E. Lucas. Generally, the material in one semester consists of speech activity, kind of speech, debate, and kind of debate.

### 2. Media Video

Audio-visual media that taken from some sources related on students' material and become the newest video which is used to help them in learning speaking.