

CHAPTER 1

INTRODUCTION

A. Background of the Study

Education is one of the most important things in life. Over time, this country will become a developed country with educated people who will make the country better. Thus, education is expected to change the world for the better. And one of them is that by learning without learning, we will be left far behind the others. Young people were active during the process of teaching and learning. The instructors applied the conventional way of teaching, meaning the instructor explained the material in the form of common English and did not give young people particular time to practice (Nurhayati, 2019). Learning does not have to be in schools that provide places and facilities. Learning can be wherever we are. When viewed from the development of this era in this digital era, English is the superior language because English is an international language that we often encounter in several aspects. Junior highschool is one of the levels of education where English is a compulsory subject that is always tested at every graduation. The teacher face difficulties to teach English. The first problem is still considered as local subject (Nurhayati, 2012)

As a teacher or educator directly involved in the teaching process, teachers play a key role in determining the quality of learning and learning that the student will accomplish. One of the skills that educator hope to master in this regard is how to teach English properly so that teaching purposes can be achieved to the fullest extent possible. In this regard material mastery and appropriate selection of learning approaches of techniques determine the achieving of teaching purposes. The same is true of the learning process.

The reality in the field is especially in English learning, the learning activities primarily on reading learning is still class field. Learning is emphasized more on the well colored model with the talk and the teacher, which is the teacher

who reads the lesson being instructed to follow along. This learners less involved in learning activities. The activities of the disciples are just sitting, silent, listening, transcribing and memorized. This activity results in learners who participate less in learning that tend to cause them to become bored and lazy.

In this conditions, it is necessary to have an alternative learning oriented how student learn, discover information for themselves, connect to the spoken topics and those to be studied in everyday life. One possible alternative that experts recommend is learning by using video method.

After evaluating the learning outcomes at SMPN 1 BOYOLANGU, it turned out that using a teacher centric learning approach colored by the lecture method, students' learning outcomes are not optimal. This can be seen in the achievement of the students' final score. From observation taken by the observer, in recent students' who received a 70 and over no more than 50% (cut score 70). The low achievement of the final score of this student, it is an indication that the learning has been carried out so far has not been effective. Before conducting the observation, researcher conducted an interview with the principal and class teacher with the a view to carrying out research and question the condition of the school both student and educators.

Based on observations it can be known that the learning outcomes at SMPN 1 BOYOLANGU, especially English subject on the ability of speaking skills is still relative low, because of the lack of interest in learning on English lessons and they tended to be bored with the monotonous of material transmission.

In the learning process there are still many students who are less active when the learning process takes place in the classroom. Teacher also face the other problem, that is there many students in a classroom so teacher cannot concern to each students progress. It makes the progress of each students not maximal in learning English (Nurhayati, 2008). As educators we must use learning methods, for the learning process in the classroom to be effective, the learning method using

the video helps students become active in learning, a variety of methods can make students more interested and happy to follow the teaching process. Students' involvement in the learning activity will increase students' understanding of the materials being taught. One method that can be used to involve students in learning activities is the video method .

The ability of speech can certainly be enhanced in a certain way, as an educator needs to know how to improve a learner's speaking ability in the learning of teaching in itself to support the learning of teaching in school, to be more effective. To improving the ability of speaking skills need to use video method. According to Slamet (2012) video learning is a media that presents or conveys audio, language, procedures, application theory messages to help understand the learning theory. Videos offer the opportunity to observe and also understand the teaching of certain subjects, to learn and teach during the long period of videos in limited time. On of right methods for use in learning is the video method.

Classroom action study (CAR) is action study conducted by teachers with a view to improving the quality of the learning practices in class. The goal of CAR is to improve the quality of learning, so the activities it does must be actions that are believed to be better than those normally involved.

According to riyana (2007) the medium of learning videos is the medium that presents audio and visual messages of good learning messages that contain concepts, principles, procedures, knowledge application theories to help understanding a learning material. According to Riswandi (2016) explained that the purpose of this study was describing to what extent the use of video can improve the students' speaking skill in teaching and learning process. Video is one of a support a learning sources in teaching speaking. Learning speaking by using video is more effective and easy because there are many teaching objectives that are difficult to merely explained by the teacher without used a media or learning sources. Learning English by using video is an innovative learning system to be develop although this is not formal system but gives a nice effect in improving the

English language. In video method students just watch the English material with enjoyable.

A learning video is a media that is systematically designed to guide the current curriculum and in its development apply the principles of learning so that the program allows learners to taint the lesson materials more easily and interest. Physically a learning video is a learning program packaged in videocassettes and presented with VTR or VCD players and TV monitors.

Based on the above - mentioned background, the class action research that researchers do can solve the problem that occurs in the learning process, the problem solving that is intended is the ability to speak in the advanced text study by using the elevate tive method of video in class VII SMPN 1 BOYOLANGU, using the learning method using the video is expected to make students eager to follow the learning, Stimulates a student's ability to speak, thus daring to speak at the same time improving a student's ability to speak. The research was entitled "Improving students' speaking ability in oral descriptive text by using video on class VII SMPN 1 BOYOLANGU.

B. Research Problems

How to improve students speaking ability in oral descriptive text by using video at SMPN 1 BOYOLANGU?

C. Purpose of Research

Knowing students' difficulties in Speaking English through a video students' at SMPN 1 BOYOLANGU.

D. Research Significance

1. Theoretical significance
 - a. Get more deep knowledge of theory and steps for improving ability to speak in descriptive text by using video method
 - b. Enrich science and adds knowledge in learning English

2. Practical significance

a. Significance for students

- 1) Improve students' speaking ability in oral descriptive text by using the video method.
- 2) Train students to think answer a question.
- 3) Add students' understanding of descriptive text learning.
- 4) Makes student interest and excited to follow the process studying in a classroom.

b. Significance to teacher

- 1) Apply the video method in descriptive text learning.
- 2) Expanding knowledge and understanding of speaking skills.
- 3) Create innovative and fun learning so that can attract students' principal.

c. Significance for principal

- 1) Improving cooperative in development and quality improvement education
- 2) Giving feedback and being continued by the school in education development and improvement.

d. Significance for research

- 1) Add the researchers experience to the research descriptive text.
- 2) Add to the researchers knowledge in the study descriptive text by using video method.