CHAPTER 1

INTRODUCTION

In the first chapter, the researcher presents the background of the study, the problem formulation of the study, the objective of the study, the formulation of the hypothesis, the significance of the study, the scope and limitations, and definitions of key terms relevant to this research.

A. Background of the Research

Language is all about communication, English is the most widely used language in communicating internationally. Additionally in Indonesia, students learn English in school from junior high school up to college or university. The Indonesian Ministry of Education (2016) states that the key objective of learning English is to enhance students' competence for effective communication, both spoken and written. To reach this objective, students are required to comprehend and practice four crucial language skills: listening, speaking, reading, and writing.

Speaking skill is a main aspect of education that should be mastered to compete with other learners. As stated by Nadeem Khan (2010), speaking English is considered the most challenging skill, emphasizing its crucial role for students who focus on developing high speaking abilities. Richard (2008) mentioned in his book that learners frequently assess how well they're doing in learning a language, and they also feel that they've gotten better at speaking the language. Despite being challenging, speaking is an active skill where students need to express ideas through sentences and phrases rather than single words. It shows its importance in evaluating how well someone is learning a language.

Technology is really important for education and should be used in all schools or institutions. The majority of schools nowadays do not frequently utilize technology in their instructional and educational process,

particularly when teaching speaking. Harmer (2001) states that one of the ways to implement technology in the educational process is by utilizing videos as teaching tools has a longstanding history in language education. Integrating technology into education is essential for effective teaching, especially in language learning.

Several previous studies have been conducted to support this statement to improve speaking skill. They used some methods, media, and strategies for integrating technological advances into education. Such as the three-step interview method by Rahma Deni (2018), screencast-o-matic by Putra Sudarma (2017), and video-based teaching by Arum Mustikawati (2013). These have proven to be effective in enhancing speaking skills. Importantly, these studies highlight how using videos as a useful tool in learning a language.

The researcher predicts that students' created video is good for students in teaching speaking. To be able to speak well, students should have more opportunities to practice and speak. The researcher used created videos as an assessment, believing they can facilitate students in speaking comfortably and enjoying the learning process. By using created videos students can express their thoughts and they can evaluate their mistakes by watching the videos and by feedback from the teacher. As Jewitt (2012) stated videos are a new kind of technology that lets people communicate in created ways. Anyone can make them as creative as they want.

Several studies have also been undertaken to support this technique for improving students' speaking skills. Rahmi Rahayu (2016) did one of the types of research on Indonesian students. The results showed that using video-recorded speaking activities had a significant influence on students' speaking abilities. Ikramah (2017) conducted another study and it is concluded that using video recording as a media is effective in improving students' speaking skill. The next previous study is from Lestari (2019) conducted a study with the title "Improving the Speaking Skill by Video Blog as Learning Media: The EFL Students Perspective". The outcome of

this research shows that using video blogs to help students enhance their speaking skills works well. Meanwhile, Nazhnur Gokturk (2014) in Turkey conducted a study with the title "The Effectiveness of Digital Video-Recording on the Oral Performance of EFL Learners". This study indicated that employing video to improve students' speaking abilities is beneficial.

Based on these findings, previous studies, and the significance of speaking abilities, the researcher decided to use created video to teach students speaking skills in the eighth grade at MTsN 1 Tulungagung. The created video is selected for various reasons, such as findings from previous studies that showed the effective use of video in teaching speaking. In those studies, teachers have used video as a teaching medium, but the videos were made by the teacher. They also used vlogs as teaching media, but this is entirely different from the created video mentioned here. A created video is made by students, focusing on a specific topic and material that the teacher has explained in class. Therefore, the created video serves as a tool or assessment for students to practice speaking by recording their own videos during each session. So that is the difference between the video that was conducted before and the video that was mentioned in this study.

Recording a created video may be done by using mobile phones, which are a portion of technology that most students in Indonesia have access to. It has the potential to give a new method of learning. If a cell phone is used to create the c created video challenge, learners will be able to activate their target language without feeling scared and nervous since they will have enough practice. This can happen beyond class time, helping students to think critically and organize their thoughts. Additionally, it offers more opportunities to practice speaking, which is often limited during classroom sessions.

Considering the potential positive influence of technology, especially mobile phones on students' speaking ability, the researcher aims to explore the effectiveness of students' created videos in teaching speaking skills. This study, titled "THE EFFECTIVENESS OF STUDENTS'

CREATED VIDEO ON THE 8TH GRADE STUDENTS' SPEAKING SKILL AT MTSN 1 TULUNGAGUNG" in the academic year of 2023/2024.

B. Problem Formulation of the Research

Considering the background information provided above, the objective of this study is to examine:

Is there any significant difference score in students' speaking of the 8th grade at MTsN 1 Tulungagung those taught using students' created video and those taught by using conventional strategy?

C. Objective of the Research

Based on the formulation of the research problem above this study is directed to know whether there is significant difference score in students' speaking of the 8th grade at MTsN 1 Tulungagunng that is taught by using students' created videos and those taught using conventional strategy.

D. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on previous statements. This study formulates two hypotheses, namely:

H$_0$: There is no significant difference score in students' speaking of the 8th grade taught using students' created videos and those taught using conventional strategy.

Ha: There is significant difference score in students' speaking of the the 8th grade taught using students' created videos and those taught using a conventional strategy.

E. Significance of the Study

Through this study, the writer hopes that it will be beneficial for:

1. For teachers:

   Through this study, it is hoped that teachers can use this strategy, gaining valuable insights into effective teaching methods for English, particularly in the context of teaching speaking skills.

2. For students:

   Hopefully, it can motivate students the enjoyable strategy to learn English. Moreover, it fosters enhanced skills and increased confidence.

3. For future researchers:

   The outcome of this study is expected to prompt additional research efforts. It can serve as a reference for similar investigations. Furthermore, researchers can gain insights from this study and find inspiration for exploring related topics and problem-solving approaches.

F. Scope and Limitation of the Research

To clarify any misconceptions arising from previous descriptions, this study focused on assessing the effectiveness of students' created videos on the 8th-grade students' speaking skill at MTsN 1 Tulungagung. The study concentrates on the recount text as the material and incorporates multimedia and assessment aspects into created video tasks. The limitation of this study is this study aims to prove that created video is effective to use. Any other aspects that are related to the study, descriptions or information that are relevant in this study is not discussed here.

G. Definition of Key Terms

To prevent confusion and misinterpretation in this study, and to make it more understandable the author intends to provide some definitions of key terms, these are outlined below:

1. Effectiveness

   The results of the statistical calculations revealed a significant difference in scores between the experimental and control groups, as indicated by a significance value of ≤ 0.05.

2. Students' Created Video

   Students' created video is the recording of visual compositions or videos created creatively by students that embody their imaginative and creative concepts based on the material (recount text) they have discussed with the teacher in the class. Created video tasks facilitate students to improve their speaking ability because they can record what they want to say. This task also will motivate them to speak because the task is assessed.

3. Speaking Skill

   Speaking of this study means that students' activity to speak and describe recount text by using created video. It encompasses the ability to engage in oral interactions with others. This study specifically targets enhancing students' speaking skills.