CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the main skill used in human daily life. In this era the people are forced to be mastery in English to support their development. Speaking skill is one of the essential skills that should be mastery by the students. Speaking skill is essential to the students' ability to participate effectively in the workplace and community. The goal of English teaching and learning are focusing on the students' ability in communication in English. Oral communication ability is very important for the students at any language level. As International language, English language is one of widely-used language in order to have communicated with other people from other country.

Brown (2001) states that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing speech of sounds as main instruments. In addition, Cameron (2001) states that speaking is used to express meanings so that other people can make sense of them. It can be said that speaking as an interactive process when people share the information, and express their mind in oral words. Speaking activities can be said as good communication if it is can release the information clearly and can be understood by others. It is why the students have to produce and interact with English language in their daily

learning communication to exercise the students' speaking ability before they have practicing in the real live. Interactive activities can be incorporated into any point of lesson because, students oral activities is very important to support students' learning activities. Oral interaction skill is needs by the students to survive in their society to have communication with others. Interaction will make the classroom activities more meaningful.

Speaking is a meaningful interaction, forms a part of the shared social activity of talking (Bachman: 2002). Its mean that speaking is the interaction activities done by two or more people to convey certain information, experience, idea etc, which is consist of the speaker and listener. According to Brown in Umam (2009), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In other words, speaking activities is the process to convey the information meaningfully.

Speaking as the tool of communication, speaking is not only about how to give the information but, it is needs particular prosody, facial expression, silence, and rhythmical patterns that constructed from the speaker and the participant behavior to create good communication. The learners accept the comprehensible language at the level they understand when they interact with the target language. As we know, the main function of the language is for communication, so that why someone can be said that they expert in a language when they can use the language

information from one to another, the communication will be effective when each other have good interaction skill, so the communication will be meaningful not only one way communication. Because of the important of the oral interaction skill, the developing of the students speaking skill interactively is very important for the students at any level and at any lesson.

The proficient speakers disposed modify their speaking style in various ways to make their speech understandable for the language learners. They may speak more slowly, pronounce more clearly, use simple grammatical construction, and general vocabularies that have been familiar used to make their speech understandable for the language learners. Through their communication, their ability to interact in target language will naturally grow in their language ability.

To create the students behavior in speaking English, it is needed for the teacher to create a communicative class. In the communicative classroom, as Breen & Candlin (1980) argue,

> "The language teacher works as an organizer of resources, is a resource himself, and is a guide for classroom procedures and activities. The teacher is there to facilitate the communicative process between all participants and between these participants and the various activities in the text, and to act as an independent participant within the learning- teaching group."

Based on the statement above teachers should be able to create communicative class as fun as possible to make the students enjoy and enthusiast to be active participant in speaking activities during teaching

speaking process. To create a communicative class the teachers are role as the students facilities in communicate with all of the participants. The sources of learning process are not only from text books but, its can concerning from the students own learning process. By facilitating the students to have communication activities it give the students more opportunity to improve their speaking by create their own communication with the other learners in target language to create a communicative class and to build the students speaking skill interactively. The intensity of the students practice will give the influence on the students' mastery in speaking English.

In order to develop the students speaking skill the students are need more opportunities to have practice the target language. In fact there are many problem Technological development has played crucial roles in people everyday lives. Blog is one of the media which is familiar among us. Blog is one of the popular media used by the teachers to provide learning opportunities to learners without any restrictions of time and place, thus learning can be occurred not only in a classroom which convenient to the learners. Video blog is considered as a useful tool to improve students' English oral communication skill because it is used video rather than written text as a primary media source. Besides, video blogs can also include still images, movies, sound, and meta data to further annotate the site (Educause Learning Initiative, 2005). By using video blog

the students not only learning by listening and reading but, the students are given the opportunities to the students to learning by doing.

One of the impacts from the technological development that crucial with the teenager lives is social media. The existence of social media now helped us to communicate easier without worried about the distance. The use of social media is very identical with the teenagers daily live. Because of the reason the researcher would utilize the existence of the social media as an media used in teaching speaking for EFL students to get the students interesting in learning English especially English oral communication skill.

Based on 2013 curriculum for junior high school, students must be able to communicate in oral or written text especially descriptive text, recount text, and narrative text. In this research, the researcher focuses on recount text as mentioned at the curriculum 2013 for second grade of junior high school as follow:

Core competence	Basic competence
3.Understanding, implementing, analyzing factual, conceptual and procedural knowledge based on the coriosity towards science, technology, art culture, and humanity with the knowledge of humanism, nationalism, and civilization related to the cause of phenomena and events, and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem.	3.12 Apply clear structure and language feature of the text to implement the social function of recount text by asking and telling about past events based on the real world.
4. Analyzing, thinking, and performing in both concrete and abstract field related to the development of what has been learn in school individually, and being able to use the method based on the theory in science.	4.14 Comprehend the meaning of recount text oral and written, simple, about an event. 4.15 Arrange recount text in the form of oral and written about past events and consider with the social function, structure and language feature of the text appropriate with the context.

Anderson (1997:48) stated that recount text is a piece of text which retells past events orderly and has a purpose to describe what already happened. Meanwhile, Sudirman (2010:18) defines that recount text is a text that tells us about what had happened in series of events in sequence. Based on the statements above it means that recount text is telling about personal experience to inform or entertain the audience.

Based on the curriculum 2013 the government has been set up that after learn the material about recount text the students are expected to be

able to analyzing and applying social function of recount text, structure of recount text and language features of recount text clearly related to the experience and according to its context. Students also expected to be able to arrange recount text orally and written considering with social function, generic structure and language features correctly. In fact, in speaking skill it is not enough if the students only able to arrange and applying the correct social function, generic structure and language features of recount text. Most of them in speaking skill students need the ability to deliver the information in telling their experience by using clear pronunciation, intonation, facial expression to minimize misunderstanding anf the audience will be easier to understand the meaning of the information. Recount text is very familiar with the students' daily life because it has been the behavior for the students to tell with their friends about their experience and it should be easier for the students to arrange their own recount because they do not need other sources to their content because everyone absolutely has their own experience. The students problem that necessary faced when they have to telling their experience in form of English speaking context are the less of vocabulary, the difficulties to pronounce, and many grammatical errors. Many of the students cannot arrange the sentence correctly in to coherent ideas, so the audience difficult to understand the meaning.

Based on the researcher's observation at eighth grade of SMPN 1 Sumbergempol, the researcher found that the students are less in English

speaking skill. They cannot speak without text. When they speak English they have no idea about what they are going to say and they take so much time to think. Some of them did not say anything because having less confidence of their own skill and worry about making mistake then they will be laughed by other. The condition of the class was not active and especially the students are not enthusiastic in teaching learning process. The students were less interest in learning English further in speaking. Many factors of can cause this problem of the students' speaking sill, among the students' interest, the material, the media and the teaching technique. Here, the English teacher teaches the students traditionally which is centered in the teacher and depend on the students hand book only. The monotonous in teaching cannot facilitate the students to use the language as mean as communication. This technique makes teaching learning not communicative and based on the researcher's interview with some of the students that they feel bored. The students suggest that they want to have more interesting class which they have fun learning and easier to understand the material.

Based on the explanation above, the factor of the students' problem in English speaking of recount text is the less of students practice. The students do not trained to create their own idea in their speaking class. The students refer to their teacher and hand book only, so they will be feel difficulties if they should present their own idea in English speaking context.

In order to minimize the problem above, the researcher considers that is necessary for the teachers to find out an alternative technique which fill the students need in teaching learning process to make the students more interest and enthusiastic in teaching learning. The teachers should give students more motivation to motivate them to learn better especially in developing their oral communication skill. From this reason many techniques can be applied one of them is video blog.

The researcher also wants to utilize the existence of social media to create fun learning and to developing their ability in target language. Social media that now are identical with the teenagers life can be utilized as media to the students explore their ability in English which now, most of social media are using English in their application.

Video are necessary used by the teachers as the media in teaching learning. Usually the students are only enjoying the video, listen the video, summaries the content of video, etc. Here, the researcher suggest that by using video blog based role play the students not only enjoy the video but they should create their own video, give an opinion for others video, criticize, and they can also compare which the best one and which the poor one. The use of video blog not only improve the students speaking skill but also the students writing when they comment their friends, listening when they watch their friends video, and reading when the students read their friends comment. Rahmania and kusumaningrum (2017) conducted the study which focuses on the use of video blogging in teaching speaking

found that video blogging helps the student to improve their communication skill, disciplinary, social interaction, learning awareness, and motivation.

The previous study conducted by Bunjan & Suppasetseree (2017) found that the use of VBRP to the lessons were interesting, convenient, and collaborative. What they like most about the lessons were the exercises of the VBRP lessons, the video role play clips activities, and the examples of video role play offered by the teacher respectively. All of them felt that the lessons could be used practically due to the VBRP lessons provide with language input and authentic language use.

Seeing the benefit of using video blog to improve students oral communication skill for the tourism students, the researcher interested to researching and analyzing the process of teaching speaking using video blog based role play at Junior high school. Here the researcher want to know how is if video blog conduct at junior high school in telling recount text. Therefore, the research conduct at C class of Eight grade SMPN 1 Sumbergempol, because in this school the students are less in English speaking skill and less enthusiastic in learning speaking English because of the monotonous class.

B. Statement of Research Problems

1. How is the development of students' speking skill of recount text taught by Video Blog ?

2. Is the use of video blog effective to increase the students' speaking skill score of recount text?

C. Objectives of the Research

1. To know the development of the students' speaking skill taught by using video blog.

2. To know the effectiveness of video blog in increasing students' speaking score of recount text.

D. Significance of The Research

The researcher hopes this research will give contribution to:

1. The study can be used as a process to improve English teaching both teacher and researcher.

2. For students, the students will be easy to learn speaking English.

3. For the teachers, this study is expected to be widening the skill of the teachers in using the appropriate technique in teaching speaking.

E. Scope and Limitation of The Research

The scope of this study conduct at the students of C class at eight grade of SMPN 1 Sumbergempol which consist of 30 students, it focuses on teaching learning in speaking by using video blog in speaking recount text. In order to make optimal result, the writer would limit this study, it will be done at C class of SMPN 1 Sumbergempol because of most of the

students here are active in social media and the school gives the opportunity for the students to use their smart-phone to support teaching and learning process.

F. Research Hypothesis

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no significant difference of students' spiking ability before and after taught using video blog based role play.

2. Alternative hypothesis states that there is significant difference on students' speaking ability before and after taught using video blog based role play.

G. Definition of Key Term

To avoid misunderstanding, the researcher explains the key terms of this study as bellow:

1. Speaking skill

Speaking skill is the ability to presented the ideas or feeling orally. Speaking can be defined the ability to presented the idea orally to conduct a good communication. It's how the students can conduct the good communication in target language inside and outside the class.

2. Recount Text

   Recount text

   Recount text is a text functions to relate experiences or retell events for the purpose of informing, entertaining or reflecting (Department for Education and Child Development of South Australia, 2012). The generic structure of recount texts are orientation, logically sequenced stages, and re-orientation.

3. Video blog

   Video blog are online lessons which developed based on the students' needs analysis for teaching English. The major techniques for this instruction were video-recording the students' performance then broadcasting video clips on blogs where the other students in the class and the teacher could share ideas, and give suggestions to enhance students' oral communication skills.

H. Organization of the study

   To make the reader easier to understand the content of this research, the researcher divide into five chapters, they are follows:

1. Chapter 1 Introduction   : This chapter presents the background of the study, research problem, objective of the research, significant of the research, scope and limitation of the research, research hypothesis, the definition of key term and organization of the study.

2. Chapter II Review of related literature : This chapter presents reviews of related theory and previous study.

3. Chapter III Research method : This chapter presents the method of the research including research design, population and sample of the study, variable of the study, instrument of the research, validity and reliability and data collecting method.

4. Chapter IV Findings and Discussion : This chapter presents the finding of the study including normality and homogeneity testing, data analysis, hypothesis testing and discussion.

5. Chapter V Conclussion and Suggestion : This chapter presents the answer of research problem and the researcher suggestion.