

CHAPTER I

INTRODUCTION

This chapter presents some aspects underlying the topic of the research. They are Background of the research, Research problems, Objectives of the research, Research hypothesis, Significance of the research, Scope and limitation of the research and Definition of the key terms.

1.1 Background of the Research

Language is the fundamental part of the human's communication. It is used to express our feeling and thought a spoken and written language among human being. This world consists of many different countries with their own language. Therefore, it would be a problem when the people want to communicate with those people from other countries without knowing their language.

English plays an essential role in connecting people an international language. In this time, English has been used in all international conferences. Mastering English was important for people who live in this information era and to propulsive their career move forward in business, technology, medicine or science. In Indonesia, English becomes the first foreign language learned by students. They have learned English at school starting from kindergarten up to university.

Speaking is one of language skills that have to be mastered by students besides listening, reading, and writing. It is the macro-skills of language that

concerns with abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Chaney in Kayi (1998:13) states, “Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” Speaking is a productive skill; it consists of short, often fragmentary utterances, in a range of pronunciation (Brown and Yule, 1983:26). Furthermore, Byrne (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who said that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking was the skill which is conventionally referred to as listening. While productive aspect of speaking referred to as saying. Receptive and productive participation usually happen in conversation. In other words, speaking is interactive and requires the ability to cooperate in the management of speaking turns. Therefore, speaking is crucial part of foreign language that has to be mastered by students in order that they can communicate with others.

In addition, according to Burkart (2004: 1) the goal of teaching speaking skills is communicative efficiency. Speaking in junior high schools is one of the four English skills the students have to learn. Teaching speaking English in Indonesian junior high schools is not an easy task. For English is not use in their daily communication, to be able to speak English well the

students need to study the other sub-skills such as pronunciation, vocabulary, and grammar.

Besides, motivation is very essential during the learning speaking process. If students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process. Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the students. English teachers play important roles to support and to help their students practice English in class. Teachers should be creative in creating appropriate and interesting activities to help their students improve their oral production. Of course, they should consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking. Arsyad (2002: 1) states that media is something that is used by someone or a teacher to make it easy to transfer the material or the subject to the student. There were some topics of speaking studied in junior high school, such as offering help, asking and giving information, narrative, descriptive, recount etc, which each of them has its own rules and functions. In this study, speaking in recount text is the main focus.

MTs Assyafi'iyah is an Islamic Education Institution located in Gondang-Tulungagung. Its existence becomes an alternative for parents to send their children to study. As an educational institution, it demands the students to have a high competitiveness, including both academic and non-academic. Speaking in a good and proper English is one of the standard

competencies of the graduate stated in the syllabus. Therefore, the diverse methods of teachers are the tools to achieve that goal.

Moreover, at MTs Assyafi'iyah Gondang teaching and learning English is targeted to the students should learn language as communication tool through speaking. English material in junior high school has some text genres to be taught. The text genres were descriptive, narrative, recount, and procedure. For the English lessons would be research by the researcher the students were given material on recount text.

Recount text is the one of the speaking genres that the students learn. It is a speaking in recount text that telling the listener about one story, action or activity. Its goal was to entertaining or informing the listener. Speaking in recount text had unfolding of a sequence of events over time. The generic structures of speaking in recount text consists of orientation, events and reorientation. In teaching and learning process, students got difficulties speaking in recount text. This difficulties I was caused since students did not had any idea and arrange the word for their spoke in front of the class. In teaching and learning process, speaking in recount text is important because based on the Competence Curriculum of 2013 the students are insisted to be able to speak in recount text. On that ground, the weaknesses of the student's ability in speaking encourage teachers to find out an appropriate method and media to reach the teaching and learning goal.

Nowdays, the teachers were demanded to follow the development era. So the process of teaching in the class should be develop. But in some fields,

teacher still use a conventional method, for example using three-phase technique which still dominant in English classroom activities. Based on the Rule of Minister Cabinet of Educational and Culture of Republic Indonesia Number 65 in year 2013 about basis an intermediate educational process standard stated 14 learning principles, where the number 13 states that the utilization of communication and information technology to improve efficiency and effectiveness of learning. The statement means that teacher should be able to use very complex media like videos, movies, internet and television in learning activity. The teacher must be active and creative in using an appropriate media, so the students can catch the material explanation easily.

Media is one of the components of teaching by using media that relate to the subject that was given by the teacher. Media plays an essential role in English teaching and learning. It was not only made learning activities come easier and effective, but also offered different situation which increased students' interest in the lesson. In the learning activity, media is divided in three kinds, those are; visual media, audio media and audiovisual media. Visual media is one media in which can be seen only, audio media is one media in which can ne heard only, while audiovisual media is a media which can be seen and heard at one unit. So in this research the researcher applying audio visual or video YouTube as media.

Regarding to the description above in this research, the researcher choose media from YouTube to apply in speaking class. Harmer (2003: 282)

stated that YouTube videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus.

The researcher has strongly a belief that YouTube video is one of alternative media that can be used to improve students' speaking ability. They can share their idea in form of speaking to communicate, exchange information, and express their own opinion. Video allows contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners predict information and infer ideas. Besides, they can practice speaking both in and out of the class.

Based on the explanation above, by applying a quasi experimental research, this study is intended to examine the effectiveness of YouTube video in learning speaking in recount text under the title, **“The Effectiveness of Using YouTube Video on the Second Grade Students' Speaking Ability in Recount Text at Mts Assyafi'iyah Gondang”**.

1.2 Formulation of Research Problems

Based on the background of the study, the main purpose of this study is to find out the effectiveness of using YouTube video toward the second grade students' speaking ability in recount text at MTs Assyafi'iyah Gondang. The research problems are formulated as follow:

1. How is the students' speaking score in recount text without using YouTube video as the teaching media?

2. How is the students' speaking score in recount text by using YouTube video as the teaching media?
3. Is there any significant difference speaking score in recount text between the students' without using YouTube video and those using YouTube video as teaching media?

1.3 Objectives of the Research

Based on the formulation of the problems above, the purpose of the study are:

1. To know the students' speaking score in recount text without using YouTube video as teaching media.
2. To know the students' speaking score in recount text by using YouTube video as teaching media.
3. To find out whether there is significance difference speaking score in recount text between the students' without using YouTube video and those by using YouTube video through speaking recount as teaching media.

1.4 Hypothesis

Hypothesis is a tentative answer to the research questions that may be true or false. Stated by Ary et al (1985:75) A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon. Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained. There are two kinds of hypothesis used in this study; Alternative hypothesis, and Null hypothesis.

1. H_1 (The alternative hypothesis)

$$H_1: \mu_1 \neq \mu_2$$

Alternative Hypothesis (H_a): There is significant difference speaking score in recount text between the students' without using YouTube video and by using YouTube video as teaching media.

2. H_0 (The null hypothesis)

$$H_0: \mu_1 = \mu_2$$

Null Hypothesis (H_o): There is no significant difference speaking score in recount text between the students' without using YouTube video and those by using YouTube video as teaching media.

1.5 Significance of the Research

The result of this study is expected contributive for the institution, the students, the teacher and for the future researcher.

a. For the Students

For the students, the result of this study can help them speak better. YouTube video can build their speaking. In addition, YouTube video gives them pleasure and motivation in learning. They will be easy in understanding the material especially in mastering recount text. As a result, their speaking in recount text will be better.

b. For the Teachers

This study can provide contribution for the teachers to apply this media in teaching speaking. By considering the result of this study, the teachers should not use monotonous method in teaching speaking.

c. For the Future Researcher

This research will give some contributions and information for future researcher about the effectiveness of using YouTube video toward the second grade students' speaking ability in recount text at MTs Assyafi'iyah Gondang, and the result of this research can be used as a reference to conduct the further research related to the YouTube video in teaching English.

1.6 Scope and Limitation of the Research

This research is only conducted to the second graders of MTs Assyafi'iyah Gondang in the academic year 2017/2018, with VIII-A and VIII-B classes as sample.

This research focuses on speaking in recount text. Besides, this research uses YouTube video as instructional media to teach speaking through recount text which related to the English YouTube video. Therefore, the researcher only conducted the treatment to the experimental group in first. This treatment to know whether or not taught by using YouTube video in teaching English is effective to improve students speaking.

1.7 Definition of Key Terms

In order to avoid the ambiguity and misunderstanding of the concept used in this study, it is necessary for the writer to provide both conceptual and operational definitions:

1. Conceptual Definition

To avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definitions of the terms used in this research. Those are:

a. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score in speaking who taught by using YouTube video.

b. YouTube Video

YouTube is a very popular web video sharing site that lets anyone store short videos for private or public viewing.

c. Speaking Ability

Speaking is a process or activity of transferring lesson, information, knowledge, skill, attitude, value from the teacher to the students.

d. Recount Text

Recount text is a retells about the series of past events. The purpose of this is to inform and entertain the listener about the experiences in the past. In this research focuses on speaking in recount text that retells about their experiences in the past.

2. Operational

Operationally, this research is intended to know the effectiveness of using YouTube video toward the students' ability in speaking

English. The YouTube video mentioned here is video that has been downloaded and prepared by the researcher.

To be implemented speaking in teaching recount text. There are two classes selected in which VIII A class as a control class that is without using YouTube video as media, and VIII B class as a experimental class that is by using YouTube video as teaching media.