Chapter 1

Introduction

This chapter presents background of the problem, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, hypothesis, assumption, definition of key terms, and organization of the study.

1.1 Background of the Problem

We are living in globalization era in which people feel great need to master languages, especially English as the main international language. English has been established as an international language which is used by almost every person in international forum. Also, English is used on many occasions, such as commerce, job, tourism, politics, and so on. Trifonovich (1981) agrees that English has reached the status of being accepted as the International language. Increasingly, the purpose of using English as a language for world communication is to communicate on the international level. English is very important to be taught as it has been used widely all over the world. And learning English is as pretty much needed as also teaching English.

Regarding this, speaking plays an important role, because the need for spoken language is felt by people to communicate each other, even across nation. Ur (2000: 120) argues that:

> Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other

kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

Thus, speaking is considered the primary skill compared to other skill, because almost all speakers of a language can orally use the language to carry out their daily activities and to communicate all events and experiences they are involved in to other speakers. By speaking, individuals can communicate, interact, express, and share their minds, feelings, ideas, knowledge, or even languages.

In the English Teaching Program – Language and Arts Teaching Department, Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University (in short we call it English Department), speaking is one of the major skills that is important to prepare the students to be professional teachers in the future. It can be understood because as English teacher candidates, they should achieve the language competence. Therefore, there are four speaking series that should be taken by the students. They have purpose in developing students' oral communication skill.

However, choosing a suitable technique of teaching speaking is also complicated. Speaking teachers need to be creative so that the students will be productive. The aim of spoken English is that the student should be able to 'express himself' in the target language (Brown and Yule, 1987: 27). In fact, many teachers in the English Department still use simple techniques of teaching a foreign language, in this case is role play. Many teachers use this way of teaching method because it is practical and its preparation doesn't take so much time and effort. On the other hand, having a better practice in teaching techniques and creating teaching media of instruction are needed to support the teaching learning activities. The teachers have to use some techniques to attract the students so that the students can get much more understanding about the topic and the teaching-learning is experienced in lively way.

For fluency development, teachers in the English Department need to create entertaining elements into their program so that the students can have a valuable resource for intensive language study. In addition, Rivers (1987: 242) states that exciting new tools available through technology to help students with serious learning challenges to communicate, create, write, and creatively respond to ideas. Also, Rivers (1987), as quoted by Robler, Edwards, and Havriluk (1997: 310), says:

> Through some of the newer approaches developed for students with learning may promise more than they can deliver. Technology's ability to enhance communication and personal response is enormously promising.

Hence, the answer to this challenge is video. Teachers should be able to create a lively atmosphere in class by using video which can be interesting for the students. Arcario (1993) emphasizes the important features of video because of its extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of video (film) that provide students with multi-sensory input that is close to what they would find in real-life communication. This in turn will make the students be more productive in oral communication. Consequently, video, which contains moving pictures and sound, will also help the teachers in minimizing the students' boredom and increase their attention to English lessons. In addition, it enhances the powerful models of instruction in experiencing the actual world. Stempleski and Arcario (1992:1) state:

> It is difficult to be precise about the extent of the use of video in the teaching of English to speakers of other languages, but one fact is clear: the field is experiencing a video "boom". Teachers around the world are experimenting with the medium and using it to motivate learners and to enhance their language lessons.

Therefore, teachers of WMSCU need to know the uses of video in language instruction, because students seem to become more motivated about language learning when video is involved.

For those reasons, the writer would like to make an experiment about video and role play technique to teach Speaking. The writer decided to conduct an experimental study entitled "The Effect of Using Video on Students' Speaking Achievement". The writer is in the opinion that video has a lot to say about one's mastery of what are being taught and learned.

1.2 Statement of the Problem

Based on the above background, the writer determined to make a study on the effects of using video as a source of teaching and learning for teachers and students at English Department. The question to be answered in this study is:

Is there any significant difference on the speaking achievement of English Department students who are taught by using video and those who are taught by role play?

1.3 Objective of the Study

The objective of this study is to investigate whether there is a significant difference on the speaking achievement of English Department students who are taught by using video and those who are taught by role play.

1.4 Significance of the Study

The writer hopes that this study will give contributions to the success of teaching speaking so that the objectives of teaching can be achieved. In addition, it will make teachers and students at The English Department of WMSCU realize the

importance of making use the video and are more willing to involve video to improve teaching and learning in language education.

The writer also hopes that this research will give a good input to English teachers in implementing the video in their teaching, especially in teaching speaking to their students, so that the teachers will be able to improve their technique and competence in teaching speaking.

1.5 Scope and Limitation of the Study

Due to the writer's limitation in time and resources, the writer makes these following limitations in his study:

1. The writer limits her research only to the effect of the video in teaching speaking, and not in other skills (listening, reading, and writing).

2. The writer limits the teaching techniques only to the techniques used by the teacher in the classroom to teach speaking, and not to other skills (listening, reading, and writing).

3. The writer limits the teaching techniques only on using video and role play. The area of analysis is focused on the students who take Speaking I, because the objective of Speaking I, based on 2006 Curriculum of the English Department, is the ability to carry out simple English conversation of daily topics to get things done and to establish relations with others with ease and in acceptable manners using spoken English. There, the writer analyses the teaching learning activities.

4. The writer limits the treatments only in two sessions. Two sessions are for experimental group and two sessions for control group. Before those treatments, there would be two sessions of treatments for pilot group.

1.6 Theoretical Framework

This study is based on the current theory of Teaching English as a Foreign Language (TEFL). It underlines the development of teaching and learning foreign language which focuses on spoken ability. Also, there are some approaches in language teaching and some techniques underlying approaches.

Speaking is very important in language learning, especially in learning English as a foreign language. People communicate by using words, so they come into contact with words. Therefore, teaching speaking classes should provide activities that present a number of opportunities for students to increase oral fluency using real-life situation-e.g., taking risks, conversing without being corrected, reacting both cognitively and affectively to stimuli, and so on (Flamm and Yorkey, 1993).

From that theory, we know the criterion of speaking is to compose the sentences in such a way that the students can give their idea and opinion in the spoken form. In addition, Robinett (1983: 204) points out that the ultimate goal of all these activities, in this case is speaking activities, is to lead students toward the attainment of communicative competence in the 'real' world.

For developing speaking abilities towards students, in using role play technique, students are given some fictitious role, and they can choose their characters, so they can practice to communicate in the target language in given situations likely happens in real situations. Moreover, video techniques do not only motivated the students in speaking but also can guide the students to make a good composition for their speaking in a connected way.

More about theory will be presented in chapter two.

1.7 Hypotheses

On the basis of the theoretical framework above, the following alternative hypothesis is formulated:

Ha: There is a significant difference on the speaking achievement of students who are taught using the video and those who are thought using the role play technique.

To test the alternative hypothesis, the null hypothesis is formulated:

Ho: There is no significant difference on the speaking achievement of students who are taught using the video and that those who are taught using the role play technique.

1.8 Assumptions

Since teaching through video is not the new thing, the writes assumes that the English teachers are already familiar about the use of video, or at least they have known about video.

The writer also assumes that usually, teachers use their favorite teaching techniques, such as role play, which they are most familiar with, and which is most frequently used in their teaching. In addition, teachers tend to use paper-based media rather than the electronic ones, especially to make use of the technology of video in speaking classes.

1.9 Definition of Key Terms

In order to clarify the meanings and to avoid misinterpretation and/or misunderstanding of the terms concerning with the study, there are some keywords that are defined.

1.9.1 Effect

The power to produce an outcome or achieve a result. (http://www.dictionary.reference.com)

In this study, the effect means a better or increasing scores of Speaking 1 as a result of using video technique.

1.9.2 Teaching

showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. (according to Kimble and Garmezy as quoted by Brown (1987:6))

1.9.3 Teaching technique

A teaching technique is defined as a way in which the information to be learned is presented. (http://library.thinkquest.org/C005.704/content_teaching it techniques .php3).

In this study, teaching technique means all tasks and activities by using video or role play that is conducted by teachers in order to get the purpose of the students' learning achievement.

1.9.4 Achievement

Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. (http://dictionary.reference.com).

In this study, speaking achievement means the realization of the treatments which is proved by students' scores after the speaking test.

1.9.5 Speaking I

Speaking subject which is given to the second semester students of academic year 2006 at English Department of WMSCU.

1.9.6 Video

Broadcasting visual images of stationary or moving objects. (http://www.synonim.com)

In this study, video technique means a technique of teaching by selecting expressions of past events from the movies which is presented in the front of the class.

1.9.7 Role play

An exercise where the students are assigned the fictitious roles, which they have to improve some kinds of behavior toward the other role characters in the exercise. (according to Paulston and Bruder (1976:70))

In this study, role play technique means a technique of teaching by giving certain requires situations and roles for students to act out in the front of the class.

1.10 Organization of the Study

The research is divided into five chapters. Chapter I is the introduction containing the background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, hypothesis, theoretical framework, assumption, definition of key terms, and the organization of the study. Chapter II concerns with review of related literature. Chapter III covers the research methods. Chapter IV contains data analysis and findings. The last chapter, Chapter V, deals with the conclusion and suggestions.