

CHAPTER I

I N T R O D U C T I O N

1.1 Background of The Study

Every normal person in this world can speak. The first thing man learns in his early childhood is speaking or communicating with the people around him. This is the only way for him to communicate. Early man interacted with one another in the same way as children do. Now as the world has greatly developed, communication is still regarded as one of the highest motivation in society. ✓

According to Jack C. Richard and Theodore S. Rodgers (1986,7), linguistics emphasized that speech is better than the written work, as a primary form of language. They also state that the need for speaking proficiency is greater than reading comprehension, grammar, or literary appreciation. It means, by the time the children are born, they can perform various simple actions such as grasp, kick, stare and suck. Above all, they can vocalize. Their vocalizations are not simply the cries of hunger and pain. They are

also a miscellany of sounds that seem remarkably like the elements of some natural language. They can produce the sounds like mama, papa, eat, etc. It shows that speech is the primary skill compared to the others. There was an interest in how children learn languages, which prompted attempts to develop teaching principle from observation of child language learning. According to R.H. Robin as quoted by Raja T. Nasr, speech is the only general form of human communication in language (Nasr, 1984:19).

→ To Mary Finnociaro (1974, 60), speaking is considered primary, for this can be proved by the fact that 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. Therefore, speaking becomes an important item in language teaching.

→ Moreover, speaking comes before writing in the children's learning of language; also the production of spoken language (speech) is far greater than the production of written language (books, newspaper, letters, private notes, etc) on the part of every member of the community. Therefore, the need of spoken language as an

international language is particularly felt to be superior to others (Nasr, 1984:20). ✓

Following Breen and Candlin (1980), Marrow (1977) and Widdowson (1978) stated that, communication is understood here to have the following characteristics :

- (a) it is a form of social interaction , and is therefore normally acquired and used in social interaction;
- (b) it involves a high degree of unpredictability and creativity in form and message;
- (c) it takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;
- (d) it is carried out under limiting psychological and other conditions such as memory constraints, fatigue and distractions;
- (e) it always has a purpose (for example: to establish social relations, to persuade, or to promise);
- (f) it involves authentic, as opposed to textbook-contrived language, and
- (g) it is judged as successful or not on the basis of actual outcomes. (For example: communication

could be judged successful in the case of a non-native English speaker who was trying to find the train station in Toronto, uttered "How to go train" to a passer-by, and was given directions to the train station).

Talking about the techniques of teaching spoken English, one of the activities that has been used is the use of visual aids, so the writer suggests by using video as a technique to teach speaking to English foreign language students, especially for the English Department in Widya Mandala Catholic University in Surabaya in the second semester. According to Faye L. Bumpass (1963:32-33), a visual aid is "any device which appeals to the sense of sight and which can be used to make the learning experience for young children more concrete, realistic, or dynamic". ✓

The writer is convinced that the introduction of a moving picture component as a language teaching aid is a crucial addition to the teacher's resources. First of all, through extrinsic motivation, the students feel their interest quicken when language is experienced in a lively way such as through television and video. This combination of moving pictures and sound can present

language more comprehensively than any other teaching medium, and more realistically too. Using a video sequence in class is the next best thing to experiencing the sequence in real-life. ✓

Second, communication activities can encourage student to find out things from each other on the basis of the video itself. Some of these activities depend on information gaps, created by manipulating the technology or the viewer so that an individual viewer can get the full message only by communicating with another viewer and give students the opportunity to conduct opinion pools and consumer surveys in class. By such means video encourages a more interactive classroom.

Third, through non-verbal aspects of communication, the American psychologist, Robert Meraban, has estimated that as much as 20 per cent of our communication is non-verbal (Tomalin, 1990:3-4). Our gestures, expression, posture, dress and surroundings are as eloquent as what we actually say. Video allows us to see this in action and to freeze any moment to study the non-verbal communication in detail. Expressions like Body Language and the sense of feeling

such as happiness, sadness, lazyness, etc. Offer suggestions for exploiting this unique contribution of video to language learning.

Finally, through cross-cultural comparison, observing differences in cultural behaviour is not only suitable training for operating successfully in an alien community, but also a rich resource for communication in the language classroom.

Video can also be used at any level, both as supplementary material for language reinforcement and skill practice (ideally once a week or at least once every two weeks) and as the main component of an intensive course provided that suitable material is available.

Video, according to Lenny Bouman (1990:10), being a combination of sound and vision and an extensive source of information can be an excellent aid in language teaching.

Video can help teachers give the authentic messages to the students and also can show them the culture of speakers. The authentic messages mean that the background context is built by real people and situation which is being visualized by the video. The culture of the speakers means that their country has

a different culture with our country, so in video the students can see clearly what the difference is, for example: in their country there is tea time but in our country there is no tea time.→ Therefore, video can help teachers succeed in teaching English as a second language. It is the purpose of this study to present some explanation of how video can help teachers in teaching English. ✓

1.2 Statement of The Problem

Based on the background of the study, the problem of the study is stated as follow: How is teaching speaking through video done?

The sub problems:

1. How can video programs be used in a speaking class ?
2. What video programs can be used in teaching speaking ?
3. Why are video programs used in the teaching of speaking?

1.3 Objectives of The Study

The main objective of this proposed study is to describe how the teaching of speaking can be done through

video. More specifically, the objectives of the study is to describe :

1. How video programs are used in teaching speaking.
2. What video programs can be used in teaching speaking.
3. The reasons why video programs are used in the teaching of speaking.

1.4 The significance of The Study

The writer hopes that this study can help teachers to teach speaking more effectively and more enjoyably by using video, which can attract the students' interest, so that participation in the lesson will be increased.

1.5 Scope and Limitation of The Study.

The use of video is directed to the students of the English Department, in Widya Mandala Catholic University in Surabaya in the second semester. As we know, eventhough the students master the grammar, they do not have any courage to speak, so this method is used to encourage them to speak.

The language skill studied here is the speaking skill which is focused on the students' conversation. And the kind of audio visual aids discussed in this study is video. The reason for choosing this kind of media is that it gives advantages to teachers and students, when it is properly used. Besides, for the teacher it is easy to handle.

1.6 The Definition of Key Terms

To avoid misinterpretation and misunderstanding, the writer would like to give definitions of the key terms as used in this study. They are as follows:

a. Teaching

Teaching means to show or help (students) to learn (how) to do something or to give lessons to students guide the studies of: instruct. (Webster, 1994).

b. Speaking

Speaking is the act or an instance of uttering words (distinguished from audio) (Webster, 1952). It is available to all members of the human race. All normal people in the world can speak. No group of people without a spoken language have ever been

discovered. All human beings in a community understand and speak well enough to carry out the basic activities of life (many of these same people cannot read and write, however) (Webster, 1952).

c. Video

Video is the elements of television as in a program or script, pertaining to the transmission or reception of the image (distinguished from audio) (Webster, 1952).

1.7 The Methodology of The Thesis

This study is a library research. In other words, the writer collected facts and expert's opinions mostly from books, articles, and also gathered facts and proofs from the reality within her own environment.

The suggested technique of teaching speaking through video discussed in this thesis was broken down into four steps. They were preparation, presentation, discussion and evaluation. Preparation are the activities done by the teacher before the teaching learning proses. In presentation, the teacher prepares the class for group work that consists of three or four students and asks them to compare their responses

and discuss items if there is any disagreement. After the presentation, the teacher asks them to discuss the film with their group and then the teacher evaluates the students' progress in learning by giving questions to them.

1.8 The Organization of The Thesis

This thesis consists of five chapters. Chapter one deals with the introduction of the study which includes the background of the study, statement of the problem, significance of the study, scope and limitation of the study, definition of key terms, methodology, and organization of the thesis. Chapter two discusses about some theories which support this study. Chapter three consists of the advantages of using video in teaching speaking. Chapter four deals with the application of video in teaching speaking, chapter five is the conclusion of the thesis.