**CHAPTER I**

# INTRODUCTION

This chapter is an overview of the background of the study, statement of the problem, the objective of the study, the significant of the study, scope and limitation, and the definition of key terms.

* 1. **Background of The Study**

Speaking skill is an interaction between two people that used to communicate each other. According to Jeremy (2013) Firstly, speaking activity provide opportunities chances to practice speaking in the classroom. Secondly, speaking task in which students try to provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Beside, in teaching speaking English to the student is not very easy task because they do not use it in the daily communication. To be able speak English well, they need to learn sub-skill such as, pronounciation, grammar and vocabulary. It’s happened on the Eight Grade students at SMP1 BABUSSALAM. They have monotouness activities in learning English class. Students have some problems in speaking skill such as Pronounciation, fluency, and vocabulary. So, many factors that why speaking could be difficult subject of students. First, in appropriate method or strategy. Second, the students are shy to speak, have low motivation, and have less self confidence or afraid of making mistakes to speak english because the do not mastery the vocabularies that make them stuck in speaking english. Third, the difficulty in pronunciation because pronunciation a word is often different with written.

1

Based on the problem above, the researcher would like to use Video Holiday as Media to teach speaking on recount text to be better on student speaking skill. Using video holiday as media is one of the approaches to clarify speaking. It can directly teach young learners to speak English very well if the video rich by vocabularies. From now on, video is projected to enhance students’ speaking skill (AS, Manurung, & Darmawan, 2014). Teaching using video as media is one of media that can improve speaking ability especially, in recount text, the students can develop their speaking in the classroom. When the students are watching video, they will be attempting to comprehend the content to the video that is being presented in the classroom activity during teaching and learning process is in progress.

Teaching English with video materials have advantages than other teaching methods do not have so that the student would more focus on the material because video have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching.

According to Wang (2015) Video materials that tell stories of historic figures and events are very informative and interesting materials too. Musicals and animations could also be very exciting and relaxing choices. In general, to attract students’ attention, teachers should choose video materials with simple and morally correct stories, realistic characters and conversations that are brief and clear.

Based on the previous study Video is an effective way to teach speaking it is one line with, Hakiki (2015) on her thesis about “*The Effect Of Motivasional Video Clips To Enhance Students Speaking on Narrative Text For The VIII Grade Sudents Of SMPN 1 Arosbaya In Academic Year 2014/2015*” give details of the results that there was a momentous different between who are taught by the motivational video clips and who are not taught by using motivational video clips. It can be seen from the score of post-test of experimental group was 2614 and the mean was 76, the score of post test of the control group was 1959 and the mean was 57. It can be seen the from score and mean of posttest the experimental was higher than result score and mean of posttest of control group.

The reasons stated by wang,(2015) teaching by using video in the speaking skills is one of the best methods for English class because the student will improve their knowledge such as pragmatic language, grammar, pronunciation, and also the vocabulary. Also mentioned by AS, Manurung, & Darmawan (2014) Watching video is one of the techniques to teach speaking. It can be instantly teach young learners to speak if the video are rich with vocabularies.

Based on the statements above, the researcher would like to conduct this research by the title “The Effectieness of Video as Media in Teaching Recount Text to Improve Student’s Speaking Skill at The Eight Grade of SMPI Babussalam”

* 1. **The Statement of The Problem**

Based on the background of the study, the researcher formulate the statement of the problem is do the students taught by Video as Media have better than those who are not ?

* 1. **Objective of The Study**

Based on the statement of the problems, this study aims to find out the effect of Video as Media on student’s speaking ability at eight grade of SMPI Babussalam.

* 1. **Significance of The Study**

This study has two significances in theoritical and practical as follows:

* + 1. Significance Theoritically:

1. This study is expected to raise students’ motivation in learning

English, especially in speaking.

1. The result of this research can be used as reference for the other researcher who wants to conduct a research strategy use in speaking skill.
2. This result of study is expected togive a contribution to the English teachers to improve teaching speaking using video as media in teaching recount text to improve speaking skill.
   * 1. Significance practically:

For the teachers, the researcher cans cornel note technique as reference when they wanted to improve their ability in teaching speaking skill. For the student, teacher can use video as media in teaching recount text to improve the student’ speaking skill.

* 1. **Scope and Limitation of the study**

The scopes of the study is the Eight Grade student of SMPI BABUS SALAM. The limitations of the study is using video as media in teaching recount text at the Eight Grade student of SMPI BABUS SALAM.

* 1. **Hypothesis**

A hypothesis is a tentative proposition suggested as solution problem or an explanation of some phenomina (Latief,2016: 56). Hypothesis in this research are divided into two parts, they are : Alternative hypothesis (Ha) and null hypothesis.

* Alternative hypothesis (Ha) is the use of video as media is success to influence speaking skill in teaching recount text at Eight Grade Student of SMPI Babussalam.
* Null hypothesis (Ho) is the use of video as media is success to influence speaking skill in teaching recount text at Eight Grade Student of SMPI Babussalam.
  1. **Definition of the Keyterms**

To avoid misunderstanding, the definition of the keyterms as follows:

* + 1. Speakng is an active productive skills,. The aim of the speaking skill is ability to definite ideas freely and unexpectedly. (Jeremy, 2013)
    2. Recount text is a text that describe an event that sequential event and has happened in the past. (Knap, 2005)
    3. Video is a moving image by sound components and it can be supplied through downloaded video , or video compact disk (VCD) (AS, Manurung, & Darmawan, 2014)