

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, statements of the hypothesis, significance of the study, and the definition of key terms.

#### **1.1 Background of the Study**

One of the language skills that must be mastered by the students in learning English is speaking skill. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. But in spite of the emphasis of the immediate demand of English as an important key aspect in international communication, students who learn English in order to be able to keep up with the 21st century's qualification, find it hard to speak English despite the fact that they have the basic knowledge of the language. Several reasons are found why this happens. In Indonesia, where English is considered 70as a foreign language, the two common reasons are the lack of motivation and confidence among the students (Juhana, 2012). While, motivation plays an awfully essential role in study and high achievers have a strong sense of achievement (Li & Pan, 2009; Piniel & Csizér, 2013) in (Menggo, 2018). Some studies have provided evidence that English learning motivation influences toward students' speaking ability. For example, Degang (2010) in (Menggo, 2018) who claimed that students are relatively high English learning motivated, close to equally motivated to speak English. Huang (2010) in (Menggo, 2018) also reported that student's self-confidence and intrinsic motivation as significantly factors affecting students' English speaking frequencies outside the classroom. Moreover, Tuan & Mai (2015) in (Menggo, 2018) disclosed that English speaking motivation is believed as one

of the factors affecting the students' speaking performance. Then Ghanbarpour (2016) in (Menggo, 2018) reported that one's motive facilitates to communicate toward interlocutor. It is deemed to be essential to learners' language learning success. That is why in learning English, especially in improving the speaking skill, students need to have motivation.

In this era of 21st century of learning, the use of appropriate strategy and teaching media take an important role in teaching and learning process . They are important to improve students' motivation and confidence to speak English. When the learning experience is positive and pleasant, it leads students to interact more frequently in English. Because the experience is enjoyable, the increased confidence, affected their motivation in a positive way. Related to those condition, students can learn best when they are physically, emotionally, and cognitively stimulated and involved in the teaching learning process. So, the researcher should make the teaching learning process more communicative, contextual, attractive, and then the last improve students' English speaking skill.

The communicative teaching learning can be created if there is an interactive learning method. The option that can be used is cooperative learning. Cooperative learning is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 2015). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Smith, 1998). In cooperative learning, students work in small groups to help one another in learning academic content (Slavin, 2015). Moreover, Espinel and Canara (2010) in (Qutob, 2018) found that when students are engaged in cooperative learning, they are influenced by one another, which develops speaking social interactions. Kagan and Miguel (2009) in (Alrayah, 2018) say "Students are more communicative in the cooperative classroom and develop their communication skills so they are more capable of talking out and peacefully resolving conflicts." That is to say, the students who study the language using cooperative learning manage to

train many different components of communicative competence. Wendy Joliffe (2007) in (Alrayah, 2018) asserts that: “Providing cooperative learning opportunities for learners in pairs and small groups can ensure that learners talk meaningfully and in relation the task.” The teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions. To encourage students to interact within the classroom, teachers should implement different activities through group work. And the teachers should be creative to build students’ motivation, interested and active in speaking English, such as using the audio visual media to teach speaking English.

Active learning theory suggests that students have better learning outcomes when they actively join the learning process (Weeks & Horan, 2013) in (Beheshti, Taspolat, Kaya, & Sapanca, 2018). Learning activities supported by instructional videos allow active learning. While it is known that technology supports learning, in some research it is stated that the videos can be used as an effective tool in education (Allen & Smith, 2012; Hsin & Cigas, 2013; Kanbul & Uzunboylu, 2017; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Uzunboylu & Karagozlu, 2017) in (Beheshti et al., 2018). Many research analysis have presented that technology is a vital tool that can improve the learning skills of learners (Allen & Smith, 2012; El- Senousy & Alquda, 2017; Hsin & Cigas, 2013; Kay, 2012; Lloyd & Robertson, 2012; Rackaway, 2012; Schmid et al., 2014; Uzunboylu, Baglama, Ozer, Kucuktamer & Kuimova, 2017; Uzunboylu, Hursen, Ozuturk & Demirok, 2015) in (Beheshti et al., 2018). Short instructional videos also relate to the concept of micro learning (Giurgiu, 2017; Hug, 2007) in (Olivier, 2019) where learning is confined to small learning units with the focus on a smaller amount of task-based information. Short instructional videos can also be used to inform about certain practices or as a form of assessment in (Olivier, 2019). The students are mostly positive in their reactions to the use of instructional

videos (Schultz et al., 2014; Shattuck, 2016; H. van der Meij & van der Meij, 2016) in (Hew, 2017). Therefore, the use of instructional videos has increased in recent years (Gold & Holodynski, 2017) in (Beheshti et al., 2018).

The previous studies only focus on the impact of the use of the cooperative strategy or the use of instructional video on the teaching-learning process to increase student's ability in a certain skill. Although there are some studies regarding the effectiveness of cooperative strategy and the instructional video, but no one has ever tried to combine together in the learning process on English subject of speaking skill. Consequently, this study is aimed to know and describe the use of cooperative-instructional video to build students' motivation and ability in speaking English. In this sense, she believed that by using cooperative-instructional video, the students would improve their motivation and ability in speaking English.

## **1.2 Identification of the Problem**

There are some factors that influence the teaching and learning process of speaking, particularly in the twelfth grade students of SMA Negeri 5 Tuban. They comprise students, teaching strategy, and media.

The first problem is related to the students. Some students had low motivation to get involved in the English classroom activities especially in speaking skill. They were afraid of answering the teacher's question. They were shy when the teacher asked them to practice in front of the class. They also paid less attention when the teacher was explaining the speaking activity.

The second problem is related to the teaching strategy used by the teacher. The teacher basically only used the text book in the teaching learning activities without additional materials from other sources. However, the book mostly focused on teaching grammar, translation, and was not interesting. It was not conducive to hold a discussion, conversation, and other speaking activities. This strategy used for English teaching-learning made the students passive and difficult to engage in communicative activities.

The third problem is related to the teaching media. There were only minimum teaching media to facilitate and support the English teaching learning process. The teacher only used the teaching media available in the class, for instance, a whiteboard and LCD projector to display the subject materials. He or she rarely used other electronic media and pictures to motivate the students to speak. As a result, the students were getting bored and low motivated to learn English. The teacher also tended to teach English based on the textbook and seldom used attractive audiovisual media such as cartoons, films, and videos. Though, media become important things to transfer the knowledge to the students, especially in speaking. By showing or using English video, students can get appropriate models to speak fluently, accurately, and intelligibly. Videos have powerful functions to add variety in the classroom, to give appropriate models of exposures and pronunciation through native speakers' talks and to attract students' attention because of the sounds and moving pictures.

### **1.3 Limitation of the Problem**

Based on the background and the identification of the problems, the problems of this research are focused on strategy and media which can effectively build the students' motivation and speaking ability at SMAN 5 Tuban.

The cooperative learning as a strategy was decided to apply in order to improve the students' speaking skills of the twelfth grade students from SMA Negeri 5 Tuban in the academic year 2019/2020. There are some beneficial points that can be obtained from cooperative learning. Cooperative learning may help the students to work together in groups so that they can learn maximally. By working together, the students can discuss, finish and submit the task given. It means that silence in speaking activities can be minimized.

The researcher decided to use instructional videos as a media to make the students interested in learning English since they were not interested to take parts in the classroom activities. Moreover, instructional videos are audio

visual media that can attract the students to learn English, especially speaking. Through instructional videos, they enable them to learn English and develop their speaking competence including pronunciation and grammar accuracy, fluency, vocabulary and comprehension through the exposures of the native speakers' talk. The students know what to say and how to say correctly. Therefore, they can improve their English speaking skill.

#### **1.4 Statements of the Problem**

This research is guided through the following major questions:

1. What is the significant effect using cooperative-instructional video to student's speaking achievement?
2. How is the students' motivation in speaking English using cooperative-instructional video?

#### **1.5 Objectives of the Study**

Based on the problem statement above, the aim of this research are:

1. To know the significant effect using cooperative-instructional video to student's speaking achievement.
2. To describe the student's motivation in speaking English using cooperative-instructional video.

#### **1.6 Statements of the Hypothesis**

Ho : The use of cooperative-instructional video cannot build the students' motivation and ability in speaking English.

H1 : The use of cooperative-instructional video can build the students' motivation and ability in speaking English.

#### **1.7 Significance of the Study**

This research is expected to give some contribution to students, English teachers, and language researchers. The contribution are as follows:

A. For students

This research can hopefully give motivation to the students to be more active in speaking English.

B. For English teachers

The result of this research hopefully can provide the information to the teachers, that using cooperative-instructional video can build the students' motivation and ability in speaking English.

C. For language researchers

The procedures and outcomes of the research hopefully can inspire other researchers to do research concerned with similar themes.

## **1.8 Definition of key terms**

### **A. Students' Motivation in Speaking**

Students' motivation of learning a language is considered as a crucial factor influencing the achievement and proficiency of learning. Students' motivation naturally has to do with students' desire to participate in the learning process. If a student is given motivation, student can learn a language better and can last the learning enthusiasm longer. Without motivation nobody can achieve the long-term goal of learning a language. High achievement-motivation is one of factors that cause successful learning may cause high motivation as well.

One of characteristics of good speaking activity is high motivation to speak. Students are eager to speak because they are interested to the topic and enjoy the teaching and learning process. Therefore, motivation has correlation with speaking ability. Motivation is a power which comes from inside or outside of students and pushes themselves to do something. Students who have motivation will make an effort to follow the learning process intensively and they will learn the lesson which supports speaking ability as well as possible not only in school but also out of school. Besides, students with high motivation in learning usually feel enjoyable in

learning. It makes them easier to speak up and may practice easy or complex sentences to their friends accurately and fluently.

### **B. Cooperative Learning**

Cooperative Learning is a teaching strategy in which small teams of students use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an environment of achievement and practice is required. In this sense, all members of a team work together to produce a common product and even if the members are of different levels of abilities.

### **C. Instructional Video**

An instructional video is any video that demonstrates a process, transfers knowledge, explain a concept, or shows someone how to do something. One of the biggest advantages of using instructional video in class is its ability to make the students easy to understand the materials. Knowing that they can understand a real person speaking English is a milestone for many students. What's more, it shows the language points the students are learning in action, giving them even more reason to pay attention. Instructional video also demonstrates that English is not just a subject at school; it's a skill that has applications in the real world. And that can spark students' imaginations. Instructional video, whether recorded or live, are important to students because they add another dimension for learning that makes a student's educational experience more effective. The videos allow a classroom setting to come to life, offering different perspectives and tools that students might not normally be able to take advantage of in their learning.