

CHAPTER I INTRODUCTION

The introduction of the study presents the background of the study, scope and limitation of the study, statement of the problem, purpose of the study, significance of the study.

A. Background of the study

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Base on those skill, speaking is one of the most important skill in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with others.

In this case, speaking is one important skill to help the students for verbal communication easily in our daily activity, and also the important one to give an imformation and negotiotion. In the international relationship, speaking is very important to be able participate in the wider world of work. Speaking is measured in terms of the ability to carry our english conversation well. This reality makes teacher think that spaeking ability should be mastered by their students. Teacher should be able to teach english well based on the curriculum. The emphasis is not only in linguistic competence but also on the develop students communicative ability.

Based on research in teaching english, the researcher found that the most of the students in SMPN 2 Sukodono for 8 grade less motivation in learning english, specifically when they have to speak english. Generally, the students thought that english are full of strange words, hard to understand and when the students make mistake in speaking english, that is way they laughed by their friends. Therefore, at the same time the students unconsciously declare” I cannot speak english, english is to difficult, I am afraid of making a mistake when speaking english”. So in this case they have to be given video media in order to help them in learning english. As a result it is expected that students are in interesting speaking english, being active students, confident, and achieved the score.

Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learnings motivation and make the english language classroom a fun and dynamic palce to be thornbury, (2005:11) state that speaking is a skill and such need to be developed and practiced independently of the grammar curriculum. The researcher showed that in the use of video media, the teacher's explanation could improve the students speaking skill in daily activity in the classroom situation of speaking class. The researcher also mention the use of video media enriched student's vocabulary, stimulated student's understanding of grammar, and improved students fluency. The problem can be identified as follows the students english speaking skill was still low, the students were passive and reluctant to speak. In conducting speaking, students tend to face some problems that must be solved by the teacher through teaching. The students get difficulty in developing ideas that they want to speak. They are also reluctant to crate new sentences to share and communicate. More over they get nervous when asked by the teacher to speak up in front of the class. So the researcher focused on using video media and speaking achievement. Based on the background of the studey above, the researcher though that used the varitype model in learning activity especially using video media can make the learning process more interesting and fun, so the students would not bored when learning speaking and can motivate them in the speaking lesson. Additional, they can add new vocabularies.

From the explanation above, the researcher would like to do a research taught used a short story media in speaking lesson. By this paper the researcher make a research with the title is "The Influence of Using Video Media On The Students' Speaking Achievement of 8th grade of SMPN 2 Sukodono".

B. Scope and Limitation

The scope of the study is limited in the following points:

Scope : Teaching speaking using video media and its impact on students speakingachievement.

Limitation :This research focuses on using video media on teaching about daily activity to students of 8th grade of junior high school.

C. Statement of the problem

Based on the background of study presented, so the statement of the problem is there any influence of using video media for student's speaking achievement of 8th grade of junior high school

D. Purpose of the study

Based on the study above the statement of the problem is to know the influence of using video media for Student's Speaking Achievement?

E. Significance of the study

This research hopefully could give contributions to parties related to English teaching and learning process.

1. For the students

The student more interested to speak and to motivate them to become more capable to speak English.

2. For the Teachers

For the teacher, the writer hoped this study can be an alternative media to teaching speaking, especially for speaking in junior high school.

3. For other researcher

It can be used as a research reference for other researchers who have similar topic and purpose.

