

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English is one of the courses that must be taught in schools in Indonesia, as is well known. From elementary school to university, English will be taught to students in Indonesia. In reality, English usage is a requirement in daily activities in foreign schools. English is therefore essential for schooling. The claim made by Mustikawati (2013) that English is taught in Indonesia starting in the first grade lends credence to this. English was also made a required subject from elementary school to university by the Indonesian government, who also made it the first foreign language that must be taught in schools.<sup>1</sup>

Speaking difficulties among students are caused by a variety of factors, including those of both students and teachers. According to Andas and Rutniatyanti (2020), all aspects of speech—pronunciation, structure, vocabulary, fluency, and content—are associated to speaking problems.<sup>2</sup> Also, according to Rahayu (2016), students may struggle with word choice because they lack a large vocabulary,

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<sup>1</sup> Arum Mustikawati. The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of SMPN 1 Manisrenggo. (Thesis S1, Yogyakarta State University, 2013), p. 26.

<sup>2</sup> Andas Netty Huzniati, Rutniatyanti and Yuni. Students' Speaking Problem at the Fourth Semester of English Study Program in Sembilanbelas November Kolaka. *ELT Worldwide*. (Vol.7 No.1, 2020).

which affects their ability to talk fluently. This indicates that many students struggle with their speaking abilities. Their spoken language becomes inadequate. A few words were difficult for the students to pronounce correctly. A few words were difficult for the students to pronounce correctly. Moreover, they lack the vocabulary necessary to construct meaningful English phrases or sentences, rendering them unable to communicate.<sup>3</sup>

Nevertheless, teaching and technical knowledge are just as important as having the best students. Activities in the classroom, interactions, language practice, and many other things are all part of the teaching and learning process.

Like the Daarul Muttaqien Modern Islamic Boarding School, which was founded on July 23, 1989 AD in line with the operational permit issued by the Regent of the Head of the Second Level Region of Tangerang Number: 451.4412382/Kesra/1991, and has a land area of + 6,000 m<sup>2</sup>. According to the Decree of the Head of the Regional Office of the Ministry of Religion of West Java Province Number: WI/I/PP.0.32/411/93 dated 30 July 1993 AD, registration was opened for the Madrasah Aliyah level in 1993. In the same year, it officially

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<sup>3</sup> Rahmi Rahayu. The Effectiveness of Using Video – Recorded Speaking Task on Students' Speaking Skill. (Thesis S1, State Islamic University of Syarif Hidayatullah Jakarta, 2016), p. 29.

accepted students or students at the Madrasah Tsanawiyah level. The pesantren, which had only 15 students at first, can now hold almost 1,300 students as a result of tenacious work. The educational levels at Daarul Muttaqien Modern Islamic Boarding School are Junior High School (SMP) for Daarul Muttaqien Campus II Ilat Pangadegan Pasar Kemis, Tangerang Regency, Banten, and Madrasah Tsanawiyah (MTS) and Madrasah Aliyah (MA) for Daarul Muttaqien Campus I in Cadas Sepatan, Tangerang Regency, Banten. Speaking foreign languages, including Arabic and English, is a focus of the Daarul Muttaqien Modern Islamic Boarding School's flagship program.

In spite of the fact that English has been taught since elementary school, most students at vocational schools hardly ever speak it with their teachers or their classmates. There are at least two main causes of this disease.

Firstly, students lack basic English proficiency, including command of vocabulary and pronunciation. When trying to communicate their ideas verbally in English, students lack confidence due to their lack of vocabulary and pronunciation proficiency. They fear making mistakes and receiving criticism from their peers. The teacher's motivation is insufficient to support this circumstance.

Secondly, the teachers does not set up the right environment in the classroom for students to engage in active English-language conversation. This may be brought on by a lack of sufficient resources, such as instructional materials and media. Teachers' knowledge of effective teaching and learning techniques where pupils have more opportunity to explore themselves is also impacted by a lack of resources. The teacher still conducts lessons in the conventional manner, standing in the middle of the group.

In light of this circumstance, using media is the best solution for developing a communicative, engaging, and contextual lesson that will enhance their speaking abilities. In fact, the instructor as a medium, the approach to speaking to students, and the use of multiple media to influence teaching and learning speaking techniques are all crucial. The way that media is now used hinders teachers' ability to communicate with students and convey messages, as well as to provide some responses so that they might engage in real mastery learning. Based on the above explanation, the researcher is interested in bringing the research title "Implementation of Describing Video in Teaching English Speaking for Class XI Students at MA Daarul Muttaqien 1 Cadas Sepatan Tangerang-Banten" to the school. One of the media that makes researchers interested in researching at the

school is by using of describing videos. The researcher chose this term after observing the setting and circumstances of the school she visited and spoke with during an interview with the English instructor there; she noticed a tedious teaching style.

## **B. Identification of The Problem**

Prior to doing the investigation, the researcher conducted an observation to determine the issues. During the observation, some information was gathered about the issues with the teaching and learning of speaking English.

The teacher is a factor in the first issue. The majority of the class period was spent with the teacher merely delivering the information and paying less attention to student involvement. To make the teaching and learning activities more entertaining, the teacher did not use media to present the materials. As a result, the pupils were unable to comprehend the lessons well, and the English teaching and learning process was inefficient.

The students were involved in the second issue. Students were often less motivated to learn English. They did not demonstrate any interest in participating in the class activities. They took a passive role in the transmission of knowledge. The students believed they had nothing to contribute about a specific subject. If this is the case, the

only incentive for them to talk will be the knowledge that they should be taking part in the speaking activity. The students thought they lacked the language skills necessary to express themselves clearly in public and lacked confidence in their speaking abilities. In actuality, they can be uninterested or think the subject has little to do with what they already know. Some of the students claimed that they became bored in English courses and that they desired a variety of activities, such as songs, videos, or movies, in order to maintain their interest in learning English, particularly in speaking.

The final issue is that media and technique are necessary to help the process of learning and teaching English. The teaching and learning process is significantly aided by media. Media can offer educational opportunities to students. The effectiveness and efficiency of the English teaching and learning process depends heavily on the proper use of media and effective teaching methods. Although there is a multimedia class at this institution, it is rarely used, therefore it cannot help to the process. The researcher makes an effort to employ the multimedia class and give the students teaching media to aid in their learning process in response to these issues.

### **C. Limitation of The Problem**

The researcher limited the difficulties to those that were focused on the speaking of class XI students of MA Daarul Muttaqien 1 Cadas based on the identification of the problems observed, and the application of learning to describe video was an appropriate research technique. To help students' English-speaking abilities, the researcher plans to apply a learning model to describe videos in learning exercises.

### **D. Reseach Questions**

The researcher wants to formulate the following research challenge using the research background:

1. How is the students speaking ability according to the English speaking assessment?
2. How is the implementation of describing video in teaching speaking ?
3. How is the effectiveness of describing video in teaching students' speaking ability of MA Daarul Muttaqien 1 Cadas Sepatan Tangerang ?

### **E. Objectives of The Study**

The following are the goals of this study, which were derived from the aforementioned research questions:

1. To know the students speaking ability according to the English speaking assessment.
2. To describe the implementation of describing videos in teaching speaking.
3. To know the effectiveness of using describing video in teaching students speaking skill of MA Daarul Muttaqien 1 Cadas Sepatan Tangerang.

#### **F. Significant of The Study**

In the following ways, it is anticipated that this study will be helpful to the English teaching and learning process.

1. The students

They should improve their speaking abilities through the usage of video. They will like learning English through video since they are placed in a fun environment.

2. The teachers

It is anticipated that the study will motivate the teachers at MA Daarul Muttaqien 1 Cadas Sepatan Tangerang to work hard on creating new teaching methods. Although being a self-reflective teacher is vital for the growth of teacher professionalism, it is also anticipated that the teacher will carry



out the same research with her colleagues to obtain some changes in the teaching learning process.

3. The director

The principal should encourage teachers to conduct the research and provide them with support. It is not enough for a school to have excellent facilities that facilitate teaching and learning as a location to acquire knowledge and education. Efforts should be made to advance teacher professionalism. For the benefit of the children, teachers, and school committee itself, the school regulator should make the effort.

4. The other reseachers

This study is one method for enhancing students oral communication abilities. The results are anticipated to serve as a springboard for further investigation. There are other different methods to improve the efficiency of teaching and learning.

5. The English Division

The findings of this study will motivate other English language education students to do comparable studies. The outcome might be the content for a particular subject, like English Methodology or English Instructional Technique, for example.