

CHAPTER I

INTRODUCTION

A. Background of The Study

In this era of Globalization, the English language is important for our lives. In fact, it is the second most spoken language in this world. And David Crystal state in his book by saying “A language achieves a genuinely global status when it develops a special role that is recognized in every country.” Communication in a foreign language is a bridge to get information, knowledge, and culture. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people.

English is essential to be taught for the younger people, for this case; students from the beginner up to the senior high school. In developing the students’ ability in mastering English, it cannot be separated from vocabulary mastery. Because it can be a measurement of students, understand in English. And Richards state in his book by saying “English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivations for learning it comes into play. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as World English or English as an International language.”

In this case, the students must study hard to master it and the teachers should create a good atmosphere in class. However, it is contrary to the real situation in class. According to Lorena Manaj for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually.

Based on preliminary research conducted on September 19, 2019, which interviewed an English teacher at MA Masaratul Muta'alimin in this school using the 2013 curriculum (K13) in the learning process and applies to all classes. Schools chosen to apply the 2013 Curriculum are schools that are ready. This readiness, among others, schools that have been minimally accredited B, have teachers who have received K13 training in 2014/2015, or schools that have been trained by the directorate. This means that both teachers and students must master English.

Based on the information that was gotten, it was showed that most students of MA Masaratul Muta'alimin Banten have little chance to use English in real life situation. She said that there were some problems found when the students practice to listen English, such as they are afraid to make mistake, they feel bored because the teacher does not use interesting media in teaching English, they do not have rich of vocabularies.

In addition, student motivation in learning speaking is low, it happens because the teacher often uses monotonous way in teaching speaking and there are no variations of media. In this case, in teaching speaking the teacher used without a good approach and treatment. Sometimes, the teacher asks the students to present in front of the class and that makes students feel bored.

In the development of education at the present time, there are many kinds of media that can be used to teach. One of them is a Youtube Video tutorial. In the teaching speaking skill, Youtube Video tutorial is useful because students can see and listen to it directly, and by using an attractive Youtube Video tutorial it can ake the students interest to the material. They do not need to imagine so they will be easy to express their ideas.

B. Statements of the Problem

1. How is the students speaking skill through Youtube video tutorial at the second grade MA Masaratul Muta'alimin Banten?
2. How is the effectiveness of Youtube video tutorial in teaching speaking skill at the second grade MA Masaratul Muta'alimin Banten?

C. Objectives of the Study

The objective of the study:

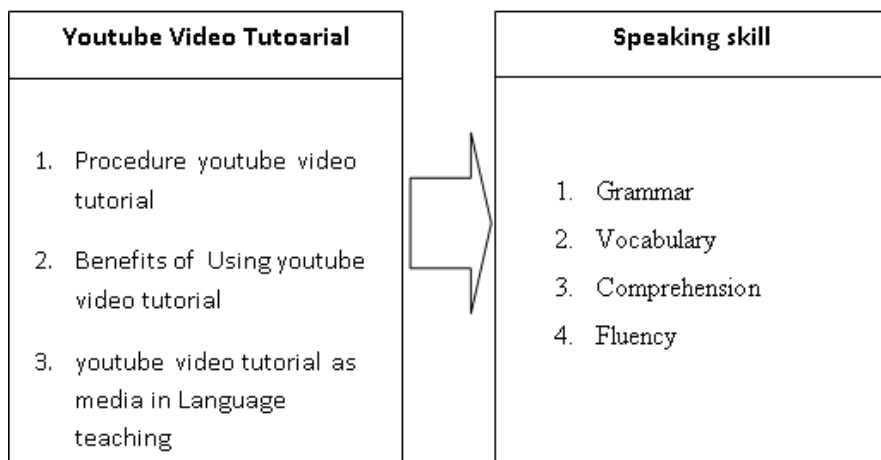
1. To know the students speaking skill at the second grade through Youtube video tutorial at the second grade MA Masaratul Muta'alimin Banten?
2. To know effectiveness of Youtube video tutorial in teaching speaking skill at the second grade MA Masaratul Muta'alimin Banten

D. Significance of the Research

The result of the research will be useful for:

1. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.
2. For the students, the results of this research is expected to give them a new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.
3. For the researcher, the result of this research can develop his experience related to his knowledge in research on education and English teaching, especially for speaking subject.

E. Conceptual Framework



F. Hypothesis of the Study

In this research study, the writer assumes that the alternative hypothesis of research as follow :

1. H₀ :There is no significant The Effectivness Of Using Youtube Video in Teaching speaking Skill
2. H_a : There is a significant The Effectivness Of Using Youtube Video tutoatial in Teaching speaking Skill

G. The Previous of the Study

1. *Improving Students' Listening Comprehension on Narrative Text Through Youtube Video* By Apriliana Sri Rahayuningsih English Department Teacher Training and Education Faculty SebelasMaret University Surakarta 2010.

The method used in this research was collaborative action research with a senior high school English teacher (Teacher H). The research was conducted from August 16th until September 26th, 2010 at the tenth grade of SMA Batik 1 Surakarta.

2. *Intan Alfi wrote on her thesis (2015), entitled "Improving the Students Speaking Skills Through Communicative Games for the Grade VIII Students of MTsN Ngemplak"*. She conclude that was carried out in two cycles. Each cycle consisted of three meetings. Cycle 1 was implemented on March 30, 31 and April 20, 2015, while cycle 2 was implemented on April 21-28, 2015. It was done due to some problems existing in cycle 1, so there were eight actions to be implemented in cycle 2. The scores also showed that students' speaking skills were improved as the scores of post-test were bigger than those of pre-test. Classroom observation when the actions were implemented and interviews done with the students and the English teacher after the implementation of cycle 1 and cycle 2 proved that the actions were successful in improving students' speaking skills as being expected. There were some changes found. The changes were shown in the English teaching and learning processes, the students' behavior toward the English teaching and

learning processes and their speaking skills, and the English teacher's ways of thinking.

In this paper, we can concluded that the students' vocabularies and pronunciation skills were improved as they always did pronunciation drills and vocabulary practices every meeting. It was shown when they practiced dialogs and played communicative games. The use of classroom English in the classroom increased students' vocabularies as well. New words and expressions increased since everyday they heard English. They understood what the researcher meant, even they could respond using English. Their English production slowly showed improvement. Although they still made mispronunciation and used Bahasa Indonesia, they used English more often than before the actions were implemented.

