

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English has been taught in schools for at least six years. English is an additional topic in many primary schools; distinct from the junior and senior high school levels, English has been more detailed. Speaking skills is an essential part of learning English. Students have specific challenges when it comes to communicating. Most students struggle to speak, despite having learned much terminology and written it effectively. To prepare for their future careers and lives, students should understand English communication abilities.

Speaking, according to Sari, is interaction and speaking as a social and situational activity. All of these approaches consider speaking an essential element of people's everyday lives.¹ Moreover, Abdullah says that "It is more difficult to learn to talk than it is to learn to understand spoken language. Speaking abilities indicate

¹ Sari Luoma, *Assessing Speaking*, ed. J. Charles Alderson and Lyle F. Bachman and In, *Handbook of Second Language Assessment* (Cambridge: Cambridge University Press, 2004).

bravery or self-assurance."²

Hence, Teachers must be more innovative and creative in their content delivery. Nowadays, learning media is employed to help the learning process and attain learning objectives. Teaching media may transmit information that can encourage attention and interest in student learning in teaching English. Learning media is described as a medium used by teachers to impart information to pupils. Students will be more likely to embrace learning materials if they are presented in this manner.³

The implementation of Clarisketch as a media in the teaching and learning process may also produce new needs and interests for students, motivate them to study, and even have a psychological impact on them. Clarisketch is a program teacher may use to produce video lessons for their schools. Clarisketch allows students to create short tales using graphics and audio; similarly, students may use this program through mobile phone or PC. Using its distinct properties,

² M Abdullah, "Students Speaking Ability Through Community Language Learning," *English and Literature Journal* 1 (2017): 97–126.

³ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60.

teachers may effectively convey diverse subjects to pupils.⁴

Based on teaching experience and informal interviews with students, it was not easy to practice their speaking skills for several reasons. Namely, explaining something without a concrete form that accompanies it, students are not confident, lack motivation, and learning media is non-varied. The researcher has used Clarisketch as learning media since semester 5 to fulfill the methodology of Tefl II. The researcher would like to learn more about the content of the Clarisketch application and the suitability of utilizing Clarisketch as a learning medium. In conducting research dealing with an analysis of the implementation of Clarisketch as English learning media in speaking skills at the first grade of English SMPN 1 Pandeglang.

B. Identification of The Problem

According to an interview with students, the researcher gets some information about the problems of students' speaking skills as follows:

1. Students are not confident in speaking.
2. Lack of motivation and dislike of learning speaking.
3. Teachers rarely give students practice to improve their

⁴ Prasanna Bharti, "Clarisketch: New Tool To Help You Create Flipped Lessons - EdTechReview," last modified 2014, accessed May 4, 2021, <https://edtechreview.in/trends-insights/insights/1629-clarisketch-new-tool-to-help-you-create-flipped-lessons>.

speaking skills.

4. The teacher's usage of learning media is not varied.

C. The Limitation of the Research

From the identification of the problems above, the researcher will limit the problem as follow:

1. The researcher focuses on the implementation of Clarisketch learning media in speaking skills.
2. The subject of study is the students of first grade at SMPN 1 Pandeglang.
3. The study will implement experimental research on speaking skills.

D. Statement of the Problem

Before conducting the research, the researcher formulated the following problems:

1. How is the students' ability in speaking skills?
2. How is the effect of using Clarisketch learning media on speaking skills?

E. The Objective of The Research

The purposes of the research are:

1. To describe students' ability in speaking skills.

2. To investigate the effect of using Clarisketch learning media on speaking skills.

F. The Significance of The Study

The researcher hopes for this research gives some significant effect as follow:

1. Theoretically

The findings of this research will give new knowledge about the implementation of Clarisketch learning media in speaking skills.

2. Practically

- a. For students

The students' this study can help students to improve their speaking skills. This research requires students to be open-minded and to take advantage of the technology. When this learning media is applied, the students enjoy being brave to speak publicly and are excited to learn and improve their speaking skills.

- b. For teachers

The research's significance to English teachers

is to contribute to creating a new media to teach. To develop teacher ability in teaching and learning English. A teacher is creative, innovative, and cheerful, enabling students to try this learning media.

c. For school

The benefits of this research for schools include increased student accomplishment, the development of learning skills, and the stimulation of students' interest in speaking.

G. Previous Study

In this research, the researcher uses two previous studies as considerations in doing this research. Those previous studies are:

The first, Cephilman (2020) in this research title "Penggunaan Clarisketch Untuk Meningkatkan Keterampilan Berbicara Teks Deskriptif Siswa Kelas Ix Smpn 1 Ciawigebang Kabupaten Kuningan." *Jurnal Pendidikan Bahasa dan Sastra Daerah*. This study concluded that the Clarisketch application used in Smpn 1 Ciawigebang Kabupaten Kuningan could improve 1) Clarisketch is successful in supporting and aiding students in Speaking, as indicated by an increase in students' Good and Excellent categories, 2) Students are more confident as a result of the

interview outcomes and Clarisketch is used to communicate, and
3) Slow learners can appropriately employ text structure to depict a traditional village.

The second, Upik Hastuti (2018) entitled "The Role of Clarisketch Apps in Enhancing Activeness of Students in Learning English" *iTELL (Indonesia Technology Enhanced Language Learning)*. This research aimed to discuss the significance of Clarisketch applications in language teaching and to learn for boosting speaking activity and students' opinions on using Clarisketch Apps. It also seeks to equip English teachers with various techniques for efficiently constructing a manner for the students as the ultimate objective of the learning process. This study's educational importance indicates that it references the usage of Clarisketch applications in increasing students' activeness in English class. It encourages students to be engaged and self-reflective in speaking activities by following the teacher's instructions for the offered speaking activities.

The last, Jude Chidike Onah (2021) research title "Adopting flipped classroom model for effective library user education in Nigerian universities: challenges and strategies." The research explores the adoption of a flipped classroom model for efficient

library user education in Nigerian colleges, with a focus on web tools, challenges, and strategies. The flipped classroom model is a type of teaching-learning process in which the student learns about the subject before coming to the class via pre-class video, text, audio, etc., and the class time is used for practical-oriented problem-solving activities. This will motivate the students and allow them to watch and re-watch the video to fully internalize the topic. There are several methods and web applications accessible for flipping library user education at Nigerian universities, including but not limited to Edmodo, Edpuzzle, Facebook groups, WhatsApp groups, Telegram, Google classroom, Kahoot, Padlet, Piktochart, Socrative Application, Google cardboard, Poll everything, Loom, Doceri, ShowMe, Hippo video, PlayPosit, Kiddom, Nearpod, ClassFlow, Khan Academy, TES Teach with Blendspace, Clarisketch, Ted-Ed, Duolingo, Explain Everything, BrainPoP, Symbaloo, Bookwidgets, and others.

H. The Hypothesis of The Research

In this research, the researcher searches the effect of using Clarisketch learning media on speaking skills and has two hypotheses to submit, those are:

1. The Null Hypothesis (H_0) There is no significant effect of Clarisketch learning media on speaking skills.
2. The Alternative Hypothesis (H_a) There is a significant effect of Clarisketch learning media on speaking skills.