

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Nowadays, English becomes the most important language that has to be mastered by many people all over the world because English is an international language that function as a mean of communication which is used by many countries in this world. This is why the Indonesian government chooses English as the first foreign language to be taught in schools. So, English subject is introduced to the students since they have been in Elementary school.

The success of language learning is often seen from students' ability to speak. Speaking skill is one of important skills that has to be mastered because it is a way to communicate with others. By speaking, people can carry out the conversation with others orally, share opinions, and change information with interlocutors. In other words, it can also enhance one's personal life. It is the best way for social interaction that the first bridge to know the development of this global era.

Commonly, students are believed to realize that speaking skill is the most difficult skill. The difficulties are caused by the students' problems to speak fluently; limited vocabulary, and lack of understanding of grammar. To

be able to speak English fluently is one of students' challenges in learning English. This factor is usually influenced by the students' habit to practice English with their friends or other people around them. Besides that, the students are not really confidence to practice English. So, they get problem to speak English fluently.

Then, students' limited vocabulary also influences their speaking. The students are not able to speak English because they do not know what to say in English. They cannot deliver their idea easily. Sometimes, students get stuck in speaking because they do not know any words to say. In addition, the students usually prefer to be silent because of their limited vocabulary mastery.

After that, students have lack of understanding of grammar. When the students will speak English, they feel afraid to make mistakes in grammar because they are still confused with the tenses. So, this limitation of knowledge influences the students' interest to practice speaking. Moreover, they get problems in speaking activities.

Based on researcher observation at Senior High school 1 west Rengat, there are some problems found about the students' speaking skill. Actually, the students' problems in speaking are not different from the common problems of the other students when they have to speak English, such as

fluency, vocabulary mastery, grammar. However, the students also have problem with motivation which is influenced by the environment. They think that English is very difficult to be spoken. They are too hesitate to express their idea in English because they feel worried if their friend will undermine at them. They often cover their face with book while speaking English in front of class. When the teacher asks them to come forward to have a conversation with friend, they refuse to do so. They feel worried if they make any mistakes. They also feel lack of confidence to speak English.

Furthermore, the result of interview between the researcher and English teacher at Senior High School 1 west Rengat especially from eleventh grade. She said that the students have less motivation that influenced by the students' environment in learning English. When the students have low motivation, they did not show interest to participate in the classroom because they are often afraid of criticizing and has no confidence so the students are passive in teaching and learning process. They feel worried to make any mistakes. Then, other problem relates to the students' environment. The teacher has done some ways to improve the students' speaking skill, but the students are still reluctant to speak in English. In addition, the students' environments do not support them to practice English. The students just depend on the teacher in the classroom to ask them practicing their English.

In this global era, the students' speaking skill should not be a problem anymore. There are many ways that they can do to improve their speaking. The English teacher can also easily guide the students to improve their English by using technology. The use of technology becomes an alternative way of learning to connect with students and support the teaching process. There are many technology tools that can provide the students to have enjoyable learning speaking, such as Internet, Pod Casting, Quick Link Pen, Tell, Quicktionary, Communication Labs, etc.

Smartphone video camera is one of the technology products that is very popular nowadays. It can be a tool in teaching English by asking the students to create video in English because video can be an effective media of teaching and learning English.

Actually, teachers bring video in the classroom, but sometimes the video is not really interesting and effective for the students. With Smartphone Video Camera, it will give the students a way to really see their improvement. When the students record their voice in audio-visual, they know what their ability is, especially in speaking skill. The students can observe their body language. On the other hand, the students can learn become more self-critical, more effective, and more interesting. They can also identify specific problems and mistakes that they face in their speaking activities.

Considering the background above, the writer intends to conduct a research entitled **“The Effect of Using Smartphone Video Camera towards the Eleventh Grade Students’ Speaking Skill at Senior High School 1 West Rengat”**.

1.2 **Setting of the Problem**

As mentioned earlier, the researcher found some problems related to the students’ difficulties in learning speaking at grade XI of students in senior high school 1 west Rengat. The problem was affected by some factors such as fluency, vocabulary mastery, understanding of grammar, motivation and the teachers.

First, the students cannot speak English fluently yet, because they often use English in their daily activities beside study in the classroom. The students speak in Bahasa Indonesia as mother-tongue in their habit then speak English. Moreover, the students are not really confidence to practice speaking English because other students also will pay attention to him and observe their speaking skill.

Second, the students have limited vocabulary. It was caused by the students do not know what to say in English. This problems faced by many students. They cannot deliver their idea easily. Sometimes, students get stuck

in speaking because they do not know any words to say. In addition, they prefer to speak in Indonesian language during the class rather than trying to practice speaking in English. They usually also match meaning from what they have found in the dictionary with word in a sentence. The meaning of word should be learned in context because different context can make different meaning for a word. In this case, the students get difficulties to speak English and prefer to be silent.

Third, students lack of understanding of grammar because the students have not mastered in using formula of tenses such as the using of to be, verbs, and time of using every tenses. In addition, the students get afraid to make mistakes, and hesitate because the teacher usually asks the students to write and memorize tenses.

Fourth, the students have low motivation. They think that English is too difficult to be spoken. They are too shy to express their ideas in English because they feel worried if their friends will laugh at them. They feel worry if make any mistakes. They also have feel lack of confidence to speak English.

Fifth, the students' environment, they just depend on the teacher in the classroom to ask them practicing their English. The students usually use their

own language besides using Bahasa Indonesia because they feel that English just foreign language.

From those problems, all aspects related to the teachers, the students, and the teaching and learning process in grade XI students of senior high school 1 west Rengat need to be improved. The improvement is expected to be reached by implementing smartphone video camera as a tool to improve the students' speaking skill.

1.3 Limitation of the Problem

Based on the problems above there are some problems in which have been found and mentioned by the researcher in the classroom, but the teacher's way in teaching speaking is one of the influential factors that affects the students' speaking skill. In this case, the research will focus on teaching speaking by using smartphone video camera. In this study, the students have to be able to speak English by recording their speaking skill in the form of video. There are five indicators that will be observed from the students' speaking skill such as fluency, pronunciation, vocabulary, grammar, and content.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the research question is formulated as follow:

Is there any significant effect of using smartphone video camera towards the eleventh grade students' speaking skill at senior high school 1 westRengat?

1.5 Objectives of the Research

The objectives of the research are designed is

To find out the significant effect of using smartphone video towards the eleventh grade students' speaking skill at senior high school 1 west Rengat.

1.6 Significance of the Research

The researcher expects that this study will give some contribution in the English language teaching quality. There are at least four significance contributions gained from this study. They are as follows:

1. Teacher

The English teacher can improve the teaching learning process by choosing Smartphone video camera as a tool to the language teaching methodology. It can be used as a reference to the following teaching process for the sake of improving their professionalism as an educator.

2. Students

The students are expected to get better learning by which they will be able to improve their ability to implement correct grammar, vocabulary and pronounce English words correctly. They are expected to have better speaking fluency and have great willingness in answering teacher question orally and they will have chance to practice English without stressing and they like English and learn it with enjoyment. By using smartphone video camera is a wished to be able to encourage their participation in the English classroom generally and speaking class especially

3. Researcher

The researcher gets invaluable experience which can be used to improve speaking and learning quality in other situation and provide information also starting point for other researcher in improving and helping students on their speaking skill.

4. Readers or other researchers

Hoped for the readers to learn and help him to provide much information about teaching language by smartphone video camera as a tool to improve students' speaking skill.

1.7 Definition of the Key Terms

To simply the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition of terms in this research.

1. Smartphone video camera technology empower owners to record events that enable them to develop an identity and perception of the environment in which they live (Gromik, 2015:65).
2. Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40).
3. Effect is a change or event that us by an action or cause, result of something (Hornby, 2000). The effect that is going to be studied here is about the video as a tool by using Smartphone Video Camera towards the students' speaking skill.