

## **Chapter One**

### **Introduction**

This chapter focuses on the background of the study, the problem's statement, the problem, the delimitation of the problem, the research question, the research's objective, and the research's significance. Each of these points is discussed explicitly in this chapter.

### **Background of the Study**

Speaking is generally used in daily life to communicate with others and Speaking can also make the conversation easy for each other. Speaking is a communication tool when conversing with a native or non-native speaker. Speaking is a tool of communication to get an understanding when communicating with people, so learning English can help us when speakers meet a foreigner. According to Riswandi (2016), mastering English, especially speaking skills, is needed for the learners to communicate with people globally.

Speaking is essential. Speaking is usually used in daily conversation by many people. Speaking can also be a tool to get an idea when making a conversation and can be used everywhere. Speaking is not only for making daily conversation but also asking for and giving clear information. Speaking can be used to build social relationships among people. That is why speaking skill is essential to use.

Learning speaking skills can be done by using many materials. The teacher can use movies, videos, etc. The students can learn to speak on many platforms such as YouTube, Movie, and others. The teacher can apply the kind of materials to teach speaking using video. The students can practice speaking through role-play, storytelling, drama, and presenting. Based on Burke, Snyder, and Rager (2009), using platforms like YouTube and video-sharing is

essential for offline and online courses to establish classroom teaching and achieve better learner outcomes. It means the students have many free times to learn and practice English through YouTube.

Teaching speaking skills by using video in the classroom is fun. The students can learn English through video while enjoying the video. During teaching speaking in the classroom, the teacher will allow the students to watch the video together well, and the students will practice speaking based on the video they have already watched. The teacher should give a suitable video based on the student's comprehension so that there will be an interaction between the teacher and the students in the classroom activity.

Video is one of the materials that can be used to teach speaking. Video can be in the form of YouTube videos, movies, films, video clips, short videos, etc. In getting material, the teacher can find it on the internet and produce the video. The educators can share relevant material with the students but not always the relevant video. The educators also provide some effective teaching in the class and engaging strategies, according to Burke, Snyder, and Rager (2009). The video is an online source for the teacher to teach speaking and is easy to find.

Video used as speaking material is not always easy to be presented. It is because of several things, first is creating the video and finding the video. The first is creating the video when teaching the speaking class and presenting the material by making the video. The difficulties are that the teacher should think about the contents and the level of the videos for the students and edit the video. Furthermore, think if the video material is appropriate for the learners. The second they are finding the video to teach speaking. The difficulties are that the teacher should find suitable video material, consider the video either the video is relevant to teach speaking or not, and whether the content of the video whether video has harmful content or

not. The language usage of the video has a high level or not, and modify the video, whether the video has a long duration or not. Those are the reason why teaching speaking using video is not always easy to do. The important thing is the media the teachers can use to intensify the students' speaking capacity, like YouTube, the most famous in this era. Jalaluddin (2016) stated that YouTube is the kind of Information technology (IT) in this era, and it has various types of videos like video clips, music videos, Blogging videos, and education videos. Providing suitable video material is essential in teaching and speaking to the students. It enables students to learn to speak with proper material. The teacher must consider how to provide suitable video material, either take the video from different sources or produce their video.

This research needs to do this study because the researcher needs to know how the teacher provides some suitable video to teach speaking and also what kind of the criteria of video to teach speaking. It can also be the solution of the teachers to teach speaking using video because using video to teach speaking is not easy to do. The phenomenon that the researchers ever saw was that the students were active and enjoyed the video.

### **Identification of the Problem**

Video is one speaking material that teachers can use. The video can contain many topics and is available everywhere. The kind of topics that the student can learn from the video, like pronunciation, vocabulary, etc., has many contents of English, so the students can learn and practice speaking skills after watching the video. The video can be obtained from any source, or the teachers make the video. A video is a tool for the teacher to teach speaking and facilitates the students to improve their speaking skills. Based on Almurasih (2016) on his study, in reality, technology can provide learners with a wealth of online resources, such as learning websites, as

well as a fantastic source of knowledge, and YouTube is known as a reliable source of online content in the area of education and learning.

Because there are many kinds of videos available, not all of the videos are suitable to use in teaching. Some videos may contain irrelevant content or be challenging for the students. That is why teachers should consider suitable video material to teach speaking. The video probably has irrelevant content or complex, thus are because the teacher should find a suitable video, like the level of the video, the level of the language, and the level of the content, and edit the video, and if the teacher creates the video, the teacher should think the idea of the video, edit the video and also should consider of the word or language.

In providing suitable video material to teach speaking, the teacher can find from the internet and make the video. So, the source of finding suitable video material can be found on any website. The teacher can create a video about English to apply in classroom teaching. Making videos for teaching in the class should be appropriate based on the student's level. The teacher should identify which video can be appropriate for teaching and learning in the classroom. The researcher also focuses on how the teachers find the criteria of suitable video material to teach speaking and the teachers' strategies in providing suitable videos to teach speaking.

The difficulties of the teacher to use the suitable video material to teach speaking skills, so the teacher should consider providing some English videos which can be applied inside the class. Identify whether or not the video can be helpful for each part of the video material. There are many difficulties in using suitable video material to teach speaking. The first is finding a suitable video for the students, and the video should be based on the student's level, the language, and the content. Second, the teachers make the video by themselves, so the teacher should edit

the video, think about the idea, and create the video. The teacher should identify to the video whether video can be valuable or not. Hence, a researcher is interested in investigating teachers' strategies in providing suitable video material to teach speaking. It aims to find out what teachers do in providing suitable speaking.

### **Delimitation of the Problems**

This study focuses on the teachers' strategies in providing suitable video material to teach speaking and finding how the teachers find the criteria of suitable video to teach speaking. Every analysis needs to be delimited to make the analysis not go far from the topic of discussion and make the analysis focus on what should be discussed. The researcher focuses on how the teachers find the criteria of suitable video material to teach speaking and the teachers' strategies in providing suitable videos to teach speaking.

### **Research Questions**

1. How do the teachers provide suitable video material to teach speaking?
2. What are the criteria for choosing suitable video material to teach speaking used by the English teacher?

### **Purpose of the Research**

The purposes of the research are formulated as follows:

1. To investigate the teachers' strategies in providing suitable video material to teach speaking.
2. To investigate the criteria for choosing a suitable video to teach speaking used by the English teacher to teach.

## **Significance of the Research**

The writer believes that this research will be helpful for the English teacher. The way to help the teacher to teach speaking through video are to access the video from any website easily and the teacher can find suitable video for the students, and the activity that has been created by the teacher is fun and interesting. The activities are like the teacher show the English video to the students and let the students watch until finish and then the students directly practice the speaking like the video showed. The result of this research is expected to know how to provide some suitable video material to the students to teach speaking and to easily consider finding the criteria of video material to give the lesson of speaking skills. The writer also argues that this research can help the students to learn English speaking skills. This research provides transparent information about providing suitable video material to students. After the researcher knows the answer to the research questions, this research can be helpful to the reader. The teachers who have difficulties providing some suitable video to teach speaking can use this research as a guide. This research also will be helpful for the students. The students can know well how to learn speaking skills through the video. The students know how the teacher provides some video to know what kind of criteria they will learn. The point is that the students can accept the lesson from the teacher well.

## **Organization of the Chapter**

In summary, this study consists of five chapters. Chapter one talks about the study's introduction and follows the study's background, identification of the problem, delimitation of the problems, further research questions, objective of this study, and the last significance of the study.

Chapter two describes the literature review that focuses on three parts. The first part explains the theoretical description, and this chapter shows the theoretical framework that shows the synopsis of view theories attached to answer the research objective. The previous description of previous research that the topic is related to this topic.

Chapter three summarizes the keynote of the methodology. It shows the research design, the data collection technique, the data collection, and the data analyses. Data analyses will be their points: Transcribing and member checking. And the last coding.

Chapter four focuses on analyzing the research data using the related theories mentioned in chapter two. The result of the data which has analyzed will discuss in this chapter in order to know the finding of the research. Every particular result of the data should group into several finding.

Chapter five is concerned with the conclusion of the research result. All the findings which have been grouped will show in this chapter explicitly and in short. This chapter provided the recommendation for teacher, the students and future research.