

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about background of study, research questions, research purposes, research significances, research framework, and previous research.

#### **A. Background of Study**

Speaking is a part of English proficiency that must be mastered by the student who learns English in order to communicate with other English speaker. Chaney (1998:31) as cited in Hasanah (2007: 12) states that “Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in variety of context.” Moreover, Brown (2001) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Before conducting the research, the researcher conducted a pre-observation at the SMP Islam Pacet, Ciparay. The researcher focused on the use of speaking English in class. Junior high school students are expected to have a good speaking skill, meanwhile their ability to speak English is very low especially in term of fluency. From what the researcher have observed, the research concern with speaking skills. Besides, video is becoming more and more popular tool in teaching English. Media such as movies, videos, and cartoons can be used in the EFL classroom. Therefore, teachers need an alternative method to teach speaking skill that is used Online Cooking Videos. Students need to be mastered so that they will be ready to compete and gain international relations. Fuji (2014) found that teaching learning process at school does

not influence students speaking ability. Instead, students do their task in written form, they can't express the materials orally, and it more difficult if the students have not enough exists of media. Moreover, it seems that their interest not growing good from what they learn or get from teacher explanation only. This was the reason why the researcher intends to take speaking proficiency as the issue in this research.

Moreno (2003) said videos can be particularly useful for learning, since they facilitate the transfer of knowledge through instruction strategy video is a short movie which tells us several ideas. It can be news, direction, or short movie. Video is very interesting because video contains of audio and visual aspect. Audience can see and hear everything that appears on the video. Teacher can use video as one of media to teach the students especially in speaking because the students can see and hear what is on the video, try to understand and imitate how they speak.

Students' engagement is generally understood to be primary mechanism that enables motivational processes to contribute to the learning and development. Harmer (2001) said students who are emotionally engaged with what will be studied can learn more effectively, because they will be amused, simulated and challenged to learn. Trowler (2010) said students who are engaged show sustained behavioral involvement in learning activities accompanied by positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity and interest.

There are several research regarding using video to enhance speaking skill. **First**, a research by Wannebo (2018) who investigates the use of video is a media, it focused on the use of video in descriptive text improve the students' speaking skill in term of fluency and pronunciation and the students had high interest on video in teaching speaking.

**Second**, the research by Herlina (2014) discusses that an audio-visual media has also helped students understand faster learning of English speaking, master simple conversations and short stories in English. Students who initially still gasping in pronouncing an English vocabulary now increased in speaking English fluently.

However, this research is different from the previous research, this research describes the different areas and ways in which this innovative learning tool has been used and emphasizes the skills developed in each application. It presents the results of Online Cooking Videos upon students' engagement. In this case, the researcher intends to conduct research on the extent of capabilities the use video as the media for learning speaking English. The material discussed by researchers is the material of procedural text. From those reasons, this research tried to experiment about **Utilizing Online Cooking Videos to Enhance Students' Engagement in Learning and Their Speaking Ability**

## **B. Research Questions**

In this research, the researcher concentrates to solve the following questions:

1. How is the EFL students' speaking ability in procedural text before being taught by using Online Cooking Videos?

2. How is the EFL students' speaking ability in procedural text after being taught by using Online Cooking Videos?
3. How significant is the improvement of students' speaking ability before and after being taught by using Online Cooking Videos?
4. How are the students engaged in learning speaking through Online Cooking Videos?

### **C. Research Purposes**

Based on the questions formulated above, the purposes of the study are:

1. To know the EFL students' speaking ability in procedural text before being taught by using Online Cooking Videos
2. To know the EFL students' speaking ability in procedural text after being taught by using Online Cooking Videos
3. To find out significant the enhancement of students' speaking ability before and after being taught by using Online Cooking Videos
4. To know the students engaged in learning speaking through Online Cooking Videos.

### **D. Research Significances**

This research is significant practically and theoretically. Practically this study is expected to give information and contribution to the teachers, the students, the researcher and other researcher, as follows:

1. For teacher, this research is expected that the result of research can improve the way how they teach and inspire other teacher.

2. For the students, it hopes that the students will enjoy following the English class and interest to English as their foreign language. They will be easy to understand the lesson and memorable, so that, it can improve their understanding and ability in speaking.
3. For researcher: it can be a preview for the next researchers who are doing the same field research.

Theoretically:

The research hopefully can be a reference for people who want to conduct the research and become the result of the investigation will be useful and to improve the knowledge about using online cooking videos and hope there are many people who are also interested in using unique media for teaching.

#### **E. Limitation of Study**

This study focused on the utilizing Online Cooking Videos to enhance students' engagement in learning and their speaking ability. The concentration of which senior high school student observed in this research is in the eighth grade of SMP ISLAM PACET. The researcher uses one class. Then, the researcher compares the results of the pretest and post-tests that giving before and the last meeting and doing treatments for getting significances. To support the study, the researcher used field research. In the field research the researcher conducted and an observation and giving questionnaires to the students of the school.

## F. Research Framework

Experts propose definition of speaking. Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency. Besides, Gower, Philips, and Walters (1995: 99) said speaking has two aspects. They are accuracy and fluency. In addition, Cameron (2001) defines speaking as the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It can be concluded that speaking is an important ability in language to express meaning and it is learned through the process of socialization.

Meanwhile, video as one of media to teach the students especially in speaking because the students can see and hear what is on the video, try to understand and imitate how they speak. Video can effectively communicate complex information to students and if it is used creatively, can become powerful expressive tool. Using video in teaching speaking is actually meant to help students in achieving and expressing their ideas easily. Video is a kind of Audio-visual media. It can be capture, record, process, store and transmit the movement. According to Riyana (2007),

*Characteristic of the video must be considered in order to motivate students in learning trough video. These characteristics are clarity message, stand- alone, user- friendly, content representation, visualization, using high resolution, can be used classically and individually*

The video is a good media that can be used in teaching, because the student can be more interested to the material that the teacher given. Similar statement from Stempleski and Tomalin (1990, p. 3) states that

Children and adult feel their interest quicken when language is experienced in a lively way through television and video”. On the other hand, it is possible for the teacher to transmit specific language point through using video.

Nurhasan (2011, p. 3) said, speaking procedural text is making the steps or instruction orally in doing or making something. As it is stated above, procedural text has function that is giving information to listener about the action steps and instruction how something is able to be accomplished and online cooking video tells all of step or instruction orally in doing or making something. According to Hu (2006), video provides both audio and visual materials that help the students understand the language more easily. On the other hand, video makes the students understand and knows how to give the information to the listener about the action steps and instructions how something is able to be accomplished orally.

Using Online Cooking Video is teaching speaking in procedural text can be a good and effective media, because video not only the student understand to the material but also help the teacher present the material. Educators and researchers acknowledge increased levels of student engagement have a significant positive influence on student learning and outcomes (Carini, Kuh, & Klein, 2006; Kuh et al., 2007; Glanville & Wildhagen, 2007).

#### **G. Previous Research**

This research by using video as a media has been conducted before by Edna Bravo, et al. This research explores the results of the use of videos as

an educational tool which helps increasing students' motivation in any discipline. On the other, research by Saleng, it said the successfulness of video learning in helping students to improve their speaking skills could be understood because this medium helps the students to have much exposure to the target language.

The relevant studies about this research had been ever conducted by some researchers. First, the study by Guo et al (2014) "How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos". The main findings are that shorter videos are much more engaging, that informal talking-head videos are more engaging, that Khan-style tablet drawings are more engaging, that even high-quality pre-recorded classroom lectures might not make for engaging online videos, and that students engage differently with lecture and tutorial videos.

The second relevant studies by Naniek Kuswardani and Retno Budi Wahyuni (2016), title "Encouraging Students in Speaking through Videoing Activity". The results that recording their activities in speaking English ability through a video was very effective to be used in the English learning process. As the students could see and realize their weaknesses or their mistakes not only their English but also their performance in serving their guests so they could fix those inappropriate things. In other words, the utilization of support media in a classroom was very useful for the students. It creates a self-learning and can make them have good confidence in English communication. This method is enjoyable. It motivated them to practice their speaking better.



This means that the emphasis is on enabling the students to communicate effectively and naturally in English. In other words, it focuses on fluency and accuracy as well.

Third relevant studies “Students’ Engagement in Online Language Learning through Short Video Lessons” by M.a Dolores Castrillo de Larreta-Azelain et al from *Universidad Nacional de Educación a Distancia (UNED)* (2016). This research is part of a network for teaching innovation put forward by Universidad Nacional de Educación a Distancia (UNED, Spain), aimed at improving students’ foreign language competence through the integration of short video lessons in several language courses. The results show heterogeneity in the different languages, both in the number of videos deemed necessary for the course and the tools preferred for the preparation of the audiovisual material. As for the students’ perception of their own progress in language proficiency, they reported an increased motivation and engagement, which resulted in a perceived improvement in their oral skills, lexis and grammar, but not so much in their written production.

More recent research (e.g. Engin, 2014) has proved that using videos for teaching language in the flipped classroom model –in which students are exposed to new content outside of the class through short videos, and class time is used to further develop this gained knowledge through problem-solving, discussion, practice, and interaction with peers and teacher- yields positive results. It would be desirable to continue this initiative and widen the number of video classes produced, especially now that there is the option of storing these multimedia files in an online platform (iTunes U)

which is not constricted by the academic calendar and students' request to take accessibility into account will also be considered by the teaching teams.

This research is different from the previous research, where most of the literature on students speaking ability entails quantitative approach to measure or compare the existing the data. This research describes the different areas and ways in which this innovative learning tool has been used and emphasizes the skills developed in each application. It presents the results using of Online Cooking Videos upon students' engagement. In this case, the researcher intends to conduct research on the extent of capabilities the use video as the media for learning speaking English. The material discussed by researchers is the material of procedural text.



## **H. Hypothesis**

Thus, two hypotheses are presented in this research.

H<sub>0</sub>: There is no significant improvement of EFL students' speaking abilities after being taught through Online Cooking Videos.

H<sub>1</sub>: There is significant improvement of EFL students' speaking abilities after being taught through Online Cooking Videos.

