

CHAPTER I

INTRODUCTION

This chapter elaborates six research points: the background of the research, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

The teaching of speaking is a major concern in many language programs and teaching strategies are undeniably a factor that affects teaching outcomes. A teacher's strategies should be engaging and hold students' attention. Students can benefit from using contextual clues and guessing the meaning of the content to deal with the unfamiliar (Linse & Nunan, 2005). In addition, strategies for teaching English skills should be made according to each skill to achieve the expected results. To learn skills in English, strategies are useful in classroom activities and also in situations outside the classroom. Teaching strategies are very important because they determine the success of the teaching process. William and Burden (2003) state that the strategies used by teachers are a success factor in language learning.

The teacher should choose appropriate strategies for students with different qualities and quantities (Brown, 2001: 160). Teachers try to create a good learning atmosphere so that students experience the learning process by using the materials and learning strategies used by the teacher. However, all teachers strive to fulfil students' needs with regard to selecting appropriate teaching strategies.

Given that teacher's strategies are important for achieving learning objectives, which affect the teaching and learning situation, and speaking ability is usually a sign of successful language learning (Brown and Yule, 1999), a study in this matter is conducted. As English is used as a means of communication in the global area, teachers need to use a variety of appropriate strategies in teaching speaking skills. Baxter (2007) states that strategies will enable students' development at an early cognitive stage and will challenge students who are more committed to pragmatism. Teaching strategies are very important because they

determine the success of the teaching process. Thus, the goal of the learning process will be successful and the students can learn English more effectively.

There are many strategies of teaching English. One of them is by using learning tools or media accompanied by visualization or better known as audio-visual. Learning using audio-visual can make it easier for the students materials presented. Because listeners are stimulated to use imagination and optimize their brain functions, both the left brain and right brain. They will then remember the language they learn longer. According to Djamarah and Zain (2010), audio-visual media is media that has sound elements and image elements. Arsyad (2011) argues that learning by using dual senses (audio-visual), namely the senses of hearing and vision will provide benefits for students because students will learn more than if the subject matter is presented with a stimulus of view only or hearing only.

Film as a learning medium has an important role in teaching and a strong influence on students because films attract the attention of the eyes, ears, and emotions, which can be a strong foundation for the right attitudes and habits. Film clips are one of the learning media that can help students improve their speaking ability (Ahmed & Bidin, 2016; Sarica & Usluel, 2016; Anggareni et al., 2013). According to Munadi in Widiani in his journal published in the Journal of History and History Education (2018: 126), Film clips are a communication tool that considerably enhances the effectiveness of the educational process. Recalling what can be seen and heard takes less time and effort than what can only be read or heard. Therefore, it is an effective medium to support lesson discussions. Moreover, it is a highly effective communication medium and a powerful means for information-packed with messages, images, and ambiguity, and it is a rich medium to work and rework in the language learning classroom.

The English teacher at a junior high school in Sumedang Indonesia had discovered a problem in teaching English in 7th grade. Based on the preliminary at Junior High School in Sumedang in the first semester, the teacher explained that when she used English orally, the students were silent and did not respond to what was said. In the second semester, there was an increase in their knowledge. The teacher also explained that it was difficult for students to be asked to perform in

front of the class using spoken English. In the second semester, the teacher was able to apply English only for teaching. She also said that her students lacked confidence in speaking English.

Teaching strategies in speaking activities are needed to overcome students' difficulties in speaking. Speaking strategies can encourage students to improve their speaking fluency and accuracy by using film as a learning media that will help students improve their English skills. If the teacher chooses a film that suits the student's needs, it will motivate students' interest, provide realistic listening practice, stimulate language use, and increase students' awareness (Munir, 2016). Separately, teachers can combine different ways to improve students' speaking skills. After practicing the strategies, teachers can look at students' knowledge of language learning, help create awareness of what makes students successful and unsuccessful, and find an environment for accomplishing successful techniques (Brown, 2000:131). Nonetheless, the techniques used should follow their needs and interests.

Several studies on teaching students speaking skills have been conducted. Firstly, Oktaviani's research (2019), students' perceptions of the effect of teaching narrative text writing using film clip media to tenth-grade students of one Vocational High School in Tasikmalaya. Second, Sudrajat and Apriliani's research (2022) Teachers' strategies and challenges in teaching speaking to young learners. Third, Sari and Zainil's (2020) research on teachers' strategies in teaching English speaking, teachers used discussion, simulation, and communication games. The current research focuses on strategies and challenges teachers use in teaching speaking by using film clips as learning media in seven grade of junior high school.

B. Research Question

There are two questions in this research:

1. What strategies do teacher use in using film clips as a media to teach English speaking in 7th grade of junior high school?
2. What are the Teacher' challenges in using film clips as media in teaching English to 7th grade of junior high school?

C. Research Purposes

From the research questions above, this study is aimed at obtaining the two following purposes:

1. To reveal the strategies teacher use in using film clips as a media to teach English speaking the 7th grade of junior high school.
2. To find out what challenges teacher face in using film clips as media in teaching English speaking the 7th grade of junior high school.

D. Research Signifances

1. Theoretical Significance

This study aims to inform teachers and other researchers that film clips can be used as media in teaching students English speaking skills. This study can provide information to teachers and other researchers on the strategies for teaching speaking using a specific media speaking English.

2. Practical Significance

This research can improve the ability of teacher in teaching speaking and students in speaking English as well as become the teachers' reflection for the future so that the methods used in the classroom can be reused.

E. Conceptual Framework

Teaching is defined as the process of imparting knowledge to students. When conducting teaching activities, teachers convey knowledge, messages, or skills to students, and there is a process of interaction between teachers and students. Students. Many experts have defined the term "teaching" in various ways. According to Feiman et al., cited in Ball and Forzani (2009), *teaching* is defined as assisting individuals in learning "valuable things," which, as they point out, adds an explicitly moral dimension. Furthermore, as cited in Ball and Forzani (2009), Cohen emphasizes that teaching, defined as assisting others in learning to do a particular thing, is an everyday activity that many people regularly do. Strategies for teaching English language skills should be made according to each skill to achieve the expected results. Regarding speaking teaching strategies, ironically, based on the researcher's experience while studying in high school, most high school students are unable to speak English. English language teaching in Indonesia

is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011).

Various strategies of the teaching speaking have been employed in the classrooms for many circumstances. Among others, the strategies of teaching speaking are simulation, communication games, drilling and discussion. Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005). Discussion resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

It is undeniable that English teachers face challenges in teaching a speaking, especially for 7th grade students. Previous research has found that teachers' level of proficiency in English and language teaching methodology (Unal & Illhan, 2017) as the main problems. Until now skills in teaching English have not been recognized as a challenge in teaching English. The most common thing to do to get children talking is to convince them that speaking English is something they can do. Many children may hesitate to speak in front of their classmates, especially in a foreign language.

Chan & Herrero (2010) state that the use of film clips for English for second speakers classes or in out-of-school activities can encourage student motivation, because the fun component, and film clips that are done according to the situation can help students to use the surrounding environment as a learning activity, along with increasing participation and interaction between students. Film clips can expose the "real language" used in authentic settings and cultural contexts that can attract students to learn. Film clips are a strategy of providing video clips of a movie that uses English and is available on YouTube (Chandler, 2011). The content of the

film clips given by students must be related to the material that will be given to students. So the common method usually used during learning, lecturing, can be replaced by watching film clips. Strategy with film clips will be more fun and entertaining for students. Students will be more active during the learning process, and not only that, by using film clips, students will gain other language skills, such as listening and improving their vocabulary (Ivone, 2005; Kalra, 2017); Yuksel & Tanriverdi, 2009). Thus, the problem of passive students during classroom learning that often occurs or the learning process is considered boring by students can be solved by changing the teaching strategy using movie clips. Research conducted by Mahdiloo & Izadpanah (2017) explained that the use of humorous video clips was able to increase students' understanding of the material being taught and was also able to stimulate students to participate in class discussions which could build their critical thinking as well.

F. Previous Studies

Various studies relevant to the current study have been conducted:

The first is the research by Oktaviani (2019), about students' perceptions of the effect of teaching narrative text writing using film clip media to tenth-grade students of one Vocational High School in Tasikmalaya this study used a mixed method design with an explanatory design type that uses three data collection techniques, namely pre and post-tests, document studies, and interviews. This study's results show a significant effect between film clips and narrative text. Film clips are important in writing, especially in teaching narrative text. It can increase the mastery of new vocabulary and a positive attitude in learning that leads to language development. In contrast, the current research uses a qualitative method with a case study design, and the participant is one teacher who teaches English in the seventh grade of junior high school.

Secondly, Sudrajat and Apriliani's research (2022) is about teachers' strategies and challenges in teaching speaking to young learners with qualitative descriptive method. Data were obtained from three English teachers in a kindergarten in Bandung. The instruments used to collect data were closed-ended

questionnaires and semi-structured, descriptively transcribed interviews. The purpose of this study was to find out teachers' reflections on the strategies used and the challenges and how teachers overcome the challenges faced when teaching English to young learners. The results showed that teachers used three strategies to teach English speaking in the young learners' class: drilling, games, and songs. Also, related challenges faced by teachers are divided into two, namely, internal and external challenges. Internal challenges include the mother tongue, which is still challenging for students, and the need for more vocabulary. External challenges include the need for exposure to English outside the classroom. This research differs from previous studies in terms of variables and research instruments. The current study focuses on the strategies and challenges of teachers using film clip media to improve the speaking skills of grade 7 students in junior secondary school, and the current study uses interviews and observations as instruments.

Third, Sari and Zainil's (2020) research is on teacher strategies in teaching English speaking. This research is descriptive research with a quantitative approach. The participants of this study were three teachers who were three class teachers at SMA 15 Padang who took English as an elective subject. The instrument of this research is an interview. This research aims to determine the teachers' strategies for teaching English speaking. The results showed that the strategies used by the teachers were discussion, simulation, and communication games. The impact of the speaking teaching strategies teachers use is to make students more active in learning, make learners think more positively, and increase students' learning motivation. On the other hand the current study focuses on the strategies and challenges of teachers in using film clips as learning media in teaching English speaking for grade 7 junior high school.