**CHAPTER I**

**INTRODUCTION**

* 1. **The Background of the Problems**

Speaking is one of the primarily competences in English that students should gain well. According to Richard and Renandya in Rahayu (2015:2), speaking is one of the central elements of communication. In addition, Heriansyah (2012: 37) also stated that speaking is required to interact among them. It means that this activity involves two or more people to react about whatever they see, hear or feel. It is needed to help them both communicate and socialize with other people. The successfulness of English learners can be seen from their ability to communicate effectively (Kurniawan, 2016). So, it can be said that speaking is an important language skill which involves two or more people (the students) to communicate and socialize effectively with others.

However, many students still have problems in speaking. Heriansyah (2012:39) stated that students face difficulties in speaking that are related to such non linguistic problems as worry, fear, shyness, no motivation, and low participants in class. While he also stated that the problems that are related of linguistic problems comes of their lack of vocabularies, afraid of making grammar errors and difficulty in expressing sentences or words in English. More detail stated by Hadijah (2014:255) that the biggest problems of speaking skills faced by students was grammar with 42.29%. Then it followed by pronunciation with 36.60&, which also similar with vocabulary, 35.20&, fluency with 36.00% and comprehension with 34.20%. Moreover, the way teacher teaches still use monotones teaching style. The teacher used text-book based technique and read aloud from book when his/her teaching English. The teacher rarely used other media that can support learning and teaching process. The students had limited sources to get opportunity to speak English. The teacher was the only source and controlled most of the activities.

Obviously, teaching method is a crucial matter for active learning. The teachers need to be smart to find suitable methods that meet students’ interest. One of intersting method that can be used by the teachers is audio-visual method. Audio-visual method is a method that refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music. In line with this, Richards & Renandya as cited in Wati (2013) stated that providing the students with audio-visual stimuli and with opportunities to use the language is a possible way to stimulating students to speak. In addition, Cakir in Mamun (2014:3) believed that audio-visual helps the teacher to make the classroom to be more interesting and enjoyable that can motivate the students to pay more attention in the class. Hence, it can enhance students to learn and create more inviting in learning the language.

Not only teaching method, media also have important roles in teaching and learning process. It can be a tool to make teaching and learning process to be easier and needed to attract students’ attention. It can also be used effectively for various aspects in education. The use of media in the process of teaching speaking will be helpful in determining the product of speaking (Wati, 2013). In addition, according to Sherman cited in Farid (2019), video is a wonderful resource for opening up the English language world and can be used with great pleasure and profit-and very little sweet. Video can also give an authentic material with right pronunciation and vocabulary to students. Because the video can shows the right situation of the speakers with right body language, gestures and body movement. In teaching and learning process, video not only can help teacher in explaining the material easily, but it also can make teaching and learning process to be more interesting and pleasing by using attractive pictures and colors. Based on arguments above, there are some reasons for using video in teaching. First, video includes audio-visual which is interesting to students. Second, video gives an authentic material with right pronunciation and vocabulary to students, and the third, video makes teaching and learning process more interesting for the students.

YouTube is the best solution to find many videos. It is website that shares different kinds of videos i.e. music videos, TV clips, video clips, motivational videos and other content such as educational videos and video blogging. It is a website that provides many videos such as clip video, music video, movie thrailers, inspirational video, educational video and so on. According to Mustafa (2018:20), Youtube is considered as one of the largest Website in the world, and there are so many visitors each month. This site allows users to comment, share, view, and rate the videos. Sailun and Idayani (2018:67) declares that YouTube is regarded one of the most effective ways in achieve success in English classes. Almurashi (2016:32) also stated that using YouTube Videos to teach English classes are supplementary material will provide learners with good understanding and knowledge of their lecture. It is likely to make the learning process more fun and meaningful.

There are many kinds of video that can be used in teaching and learning process. TED Talks is the example of inspirational videos. TED (Technology, Entertainment and Design) videos is a series of educational, informative, inspiring and sometimes jaw-dropping videos that present speaker’s idea about some things. Their slogan is “Ideas World Spreading”. It means that they share their experience and giving motivation to the audiences. Since 1984, TED Talks has features lectures around the world on technology, entertainment and design. It has been used by educators since going online in 2007. The use of the TED Talks Video is useful for the students because it not only can learn them to speak English but it will encourage the students to acquire new vocabulary and proper pronunciation, overcoming their fear of speaking and creating a positive environment, confidence and motivation in speaking.

Based on explanation above, the researcher interested to apply audio-visual method in improving students’ speaking ability. Applied TED Talks Video as the medium can lead the students build their enjoyable, interesting, motivation and confidence while speaking English. They also can find ideas and knowledge when watching some inspirational speeches from the speakers’ experience. It will give a positive contribution to their speaking skill. The researcher believed that audio-visual method is useful for the students in improving students’ speaking ability.

* 1. **The Identification of the Problem**

Based on the background of the research, the identification of the problem is identified as follows:

1. The students’ difficulties in expressing their opinion and ideas in front of the class.
2. The students’ lack of confidence in expressing their opinion and ideas.
3. The students’ lack of motivation.
4. The students’ lack of vocabularies
	1. **The Limitation of the Problem**

In this research, the researcher limits the research on the applying audio-visual method integrated with TED Talks Video on YouTube on students’ speaking ability and how students’ speaking achievement after taught using audio-visual method integrated with TED Talks Video on YouTube.

* 1. **The Problems of the Research**

The research deals with using audio-visual method on the students’ speaking ability. The problems of the research are formulated as the following:

1. How does the use of audio-visual method affect students’ speaking ability?
2. How does speaking achievement of students after taught using audio-visual method?
	1. **The Objectives of the Research**

Based on the formulation of the problem above, the objectives in this research are:

1. To find out the use of audio-visual method affect students’ speaking ability.
2. To find out the speaking achievement of the students after taught using audio-visual method.
	1. **The Significances of the Research**

This research is intented to use audio-visual method on students’ speaking ability.

* + 1. **Theoretically**

Theoretically, in this research the researcher expects that this research can be used as an emphasis to determine a media to improve the students’ speaking ability after learning use audio-visual method.

This research is expected that the findings of the research can be useful and give benefit for:

1. For students, this research can be motivated to improve the speaking ability after learning by using audio-visual method.
2. For teachers, this research can be a method to increase students’ speaking ability.
3. For the researcher, it hopes that the result of this research will be useful and improve the knowledge about teaching speaking using audio-visual method and hope there are many people who also interest to using unique media for teaching.
	* 1. **Practically**

Practically, this research is expected to give positive contribution to English teacher in teaching speaking. The teachers can choose various kinds of audio-visual videos such as from TED Talks Video on YouTube. This research can also give contribution for the government regarding the technology that is obviously rarely conducted for teacher.

* 1. **Basic Assumption**

The students will have a great chance to practice their English language orally as much as possible in order to improve their speaking ability. The students’ ability to understand the TED Talks video as a medium of the research is the main case. The students who learn speaking using audio-visual method will improve better than students who do not learn using audio-visual method.

* 1. **Hypothesis**

Based on the basic assumption above, the researcher determines this research with the testing hypothesis as follows:

Ha: there is significant improvement of students’ speaking ability after taught using audio-visual method.

Ho: there is no significant improvement of students’ speaking ability after taught using audio-visual method.