

CHAPTER I INTRODUCTION

This chapter will discuss the Background of the research, the research questions, the purposes of research, the significances of research, hypotesis, the methodology of the research, and last but not least the techniques of collecting data as well as data analysis.

1.1. Background

Language is one of the most important things in people's life and it is one of communication tools with other people to use a short way of communicate among the nation in all over the world. Without language people will be confused how to interact with others. Brown (2001: 5) says "Language is a system of arbitrary conventualize vocal, written or gestural symbol that enable members of a given community to communicate intelligibly with one other".

English has four skills that people have to comprehend. They are listening, writing, reading, and speaking. Speaking is one of the four skills which is challenging. According to McCarthy (1995: 98), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations, can be identified and charted.

Burns and Joyce (1996:11) state that speaking requires that the learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also it needs to understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written languages.

The researcher found the problem in teaching learning practice program in SMP Al-Hasan Panyileukan, the researcher found that the students in 8th grade are lack of vocabulary, lack of motivation and interest to learn English. The successful teaching learning depends on students' motivation and interest towards English learning process, if students' motivation and interest are low, the process of increasing material also will be low, especially for speaking material.

Speaking skill needs vocabularies, these vocabularies develop words into statement orally, and students at 8th grade are lack of this process. The teachers are not aware of this process, teacher still focuses on students' work sheet as guidance in teaching speaking, but actually when the research conducted by using digital media, they were interested and pay attention to the material given.

According to *Cambridge Advanced Learner's Dictionary* (Third Edition), intensity is the strength of something which can be measured. In general, intensity is part of physical activities. Intensity refers to how many times are depended on when students' using digital media. It means an intensity can be measured to know the strength of using digital media.

Nuzurah(2014:1-6), mentions the indicator of intensity is divided into: motivation, duration activity, frequency, persistence, attitude, and interest. From these indicators, the improvement of students' intensity in using English digital media related to their speaking skills can be known whether there is any improvement or not.

Here are some proof from the students intensity that have been researched by other researchers. The first researcher was Syahlani (2011) which investigated the students' intensity to attend public speaking related to their mastery of English vocabulary. This research was conducted at the second grade of Aliyah in Islamic Boarding School Mathla'ul-huda and the research found that 95% students' English vocabulary were successfully improved and the result concluded that if the correlation of the students' public speaking is positive, the students' mastery of English vocabulary is also positive.

The second researcher was Muliawati (2014) who investigated the students' intensity of using English dictionaries related to their vocabulary mastery. This research was conducted by giving questionnaire to 21 students with 20 questions. From the statements on the questionnaire, it could be analyzed that the most student agreed that by using English dictionary could help them out in finding the meaning of new words and figure out students' difficulties in learning English and the correlation of this dictionary usage and the students' vocabulary mastery has a positive correlation.

The third researcher was Suryani (2014) which investigated the students' perception in their intensity using mobile phones in learning English conducted to

students of English Education Department UIN Sunan Gunung Djati Bandung and the research found that 58.2% students gave positive perception towards the existence of mobile phone can increase English skills and make them productive.

Based on the problem explained, the process of teaching speaking skill should be accompanied by an interesting media so that it attracts students' attentions and focus. Digital media becomes a new solution for every teacher in every school and it serves to engage students' attention to the material for developing students' speaking skill.

Media technology is an integral part of children's and students' lives in the twenty-first century, the advance of media technology dramatically influence and change all life fields including digital media. Brooks and Donahue (2008:73), state that television, which dominated the media world through the mid-1990s, now competes in an arena crowded with cell phones, iPods, video games, instant messaging, interactive multi-player video games, Web social network, and e-mail.

Speaking skill is an important part of the curriculum in language teaching, and considered as an important aspect for student because it has valuable benefits in developing knowledge. Teaching speaking by using digital media is viewed as a best alternative to apply in class.

In order to know the students' intensity in using English Digital Media as an alternative learning source and students' speaking skills, the research is given a title "***The Students' Intensity in Using English Digital Media Related to Their Speaking Skills (A Correlational Study at the Eight Grade Students of SMP Al-Hasan Panyileukan Bandung)***".

1.2. The Research Questions

Based on research background above, the writer is able to take the statement of research problem.

1. What is the students' intensity in using English digital media at the eight grade of SMP Al-Hasan Panyileukan?
2. What is the students' speaking skill at the eight grade of SMP Al-Hasan Panyileukan?
3. How significant is the relationship between the students' intensity in using English digital media to their speaking skill?

1.3. The Purposes of Research

1. To know the students' speaking skill in using English digital media at the eighth grade of SMP Al-Hasan Panyileukan.
2. To know the students' speaking skill at the eighth grade of SMP Al-Hasan Panyileukan.
3. To know the relationship between the students' intensity in using English digital media to their speaking skill.

1.4. The Significances of Research

The research is expected to give a good contribution to educational institute. This main goal of this research is to find the new media as an alternative for teaching speaking. Considering of how important the speaking skill is, the writer tried to solve the problem about students' difficulties in learning speaking.

Speaking is one of communication media, because English is international language used by all people around the world and English requires student to be able to adapt with the advance of the technology where every life field uses English. Therefore, we must be able to enrich our speaking ability.

1.5. Rationale

Brunkart (1998) defines that teaching speaking is as the measurement of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Moreover, producing the English speech sound and sound patterns and also using word and sentence stress, intonation patterns and the rhythm of the second language (Kayi: 2006). On the other hand, teaching speaking is conveying word and information through teaching.

Teaching English speaking especially to young learners is recognized as a challenging activity, because in this level, teachers need a new alternative media in English teaching learning process so that students are attracted to the material especially speaking.

Speaking is one of important skill in English language teaching that must be mastered by the students from elementary to university levels. Moreover, students will be able to speak English if they always practice it. In addition, Alderson, et al (2004: 9) mention that speaking is an interaction process of constructing meaning that involves producing and receiving as well as processing information.

Many students feel that speaking in a new language is harder than reading, writing, or listening. Nunan (2003: 48) states that there are two reasons why speaking skill is difficult.

“First, unlike reading or writing, speaking happens in real time: usually the person you are talking to wait for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are waiting.”

From that statement, it can be concluded that speaking is spontaneous activity between speaker and their partner directly.

Hetrakul (1995) states that there are two factors of student difficulties in speaking English. First, the environment does not support the students to speak English frequently. It means that students' environment cannot support to increase speaking skill. Those people may think the students just want to show off when they speak English daily conversation. Thus, such condition makes the students feel shy to speak English. Second, the students have difficulties with grammar. The students are still confused with English grammar, while grammar is needed to form a correct sentence. That condition makes students feel less confident to speak up English. Absolutely, these facts will influence their speaking mastery.

Foremost, nowadays, teaching English requires and strategies to develop students speaking skill in the class, there are many techniques to increase students' speaking skill, one of them is by using English Digital Media.

Digital media is one of methods used to teach English. It facilitates the students to learn English effectively. When the students are intensively expended with the digital media, their speaking skill will be possibly good.

The intensity word is derived from the intensity of the English language, it is “intense”, which means “spirit or enterprising” (Echols, 1993:326). Someone who learnt in high spirits, it will show good results, as the opinion of Sadirman (1996: 85), which states that the intensity of the students learning will determine the level of their achievement of learning goals that improve performances.

Intensity has a relationship with motivation, and both of them cannot be separated because the intensity learning or learning spirit must be preceded by the motivation of the student. Sadirman (1996:84) states that learning takes the intensity or high spirit mainly based on motivation. The more appropriate motivation given the more successful the lesson will be. So motivation will always determine the intensity of study among the students. Intensity is the reality of motivation in order to achieve the desired objectives, namely an increase in achievement.

The details of the research will be conducted by using questionnaire to find out the students’ intensity to listen to English digital media, This questionnaire aims to find out the intensity of students includes measuring these indicators; motivation, duration, frequency, presentation, response, interest and activities, and after this process finished, the teacher gives a test by using English digital media as a media for attracting students’ speaking skills including pronunciation, vocabulary, fluency, grammar, intonation and stressing.

From the explanation above, the writer can depict it in the following chart:

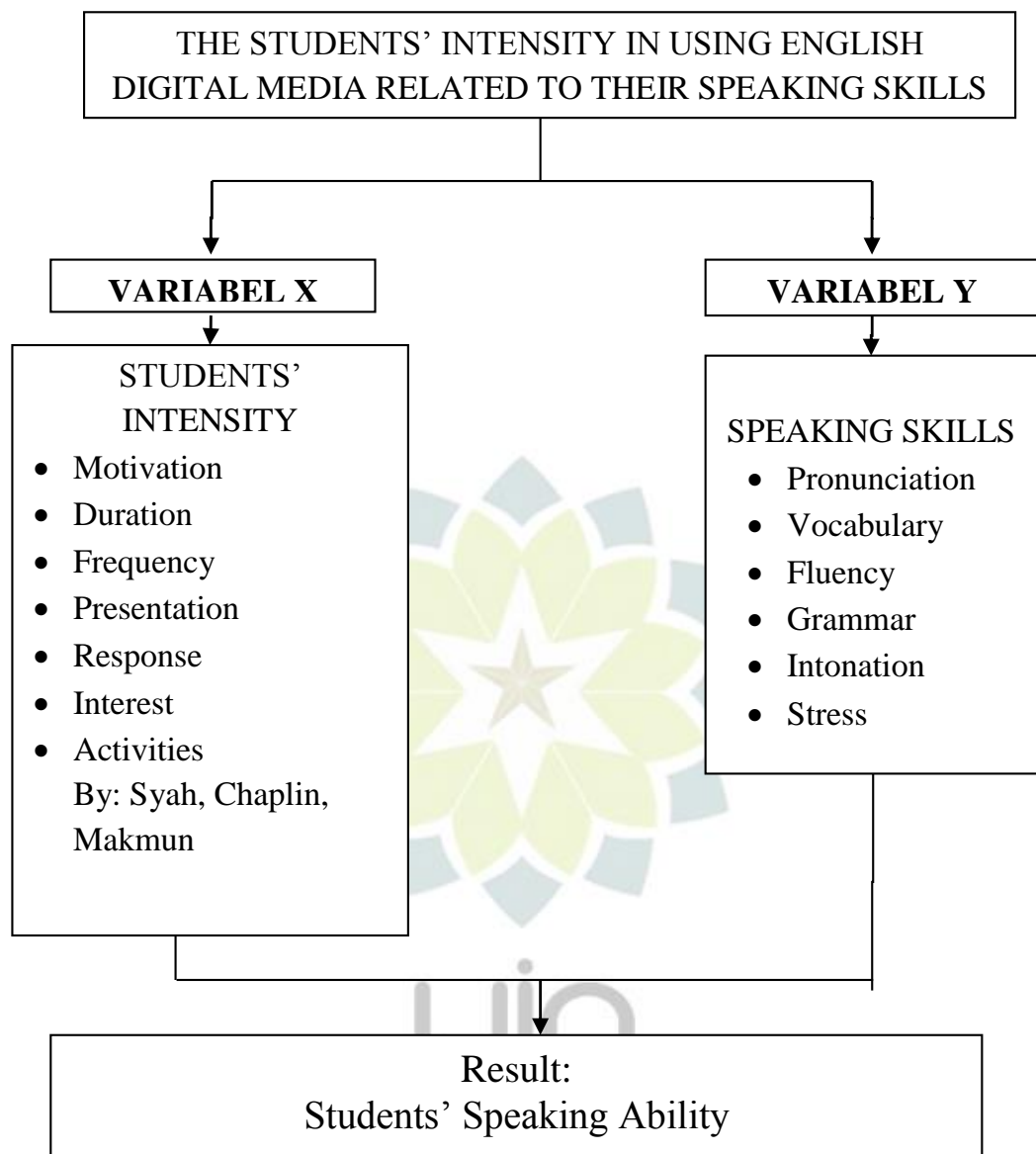


Figure 1.1
The Students' Intensity in Using English Digital Media Related to Their Speaking Skill

1.6 Hypothesis

Hypothesis is a tentative assumption of a research problem until it is provide through the data gained (Arikunto, 2002:54). The explanation above can be formulated a hypothesis of the use of digital media in teaching and it's related to students speaking skill. This means that the analysis used to prove the hypothesis above, is compare to t_{count} at t_{table} using a significance level of 5%, if t_{count} higher than t_{table} , than the hypothesis (H_a) was rejected, and the null hypothesis (H_o) was accepted. The hypothesis can be explained as follows:

H_a : It means that there is a correlational between the students' intensity in using English digital mediato their speaking skill at eight grade of SMP Al-Hasan Panyileukan.

H_o : It means that there is no correlational between the students' intensity in usingenglish digital media and their speaking skill at the eight grade of SMP Al-Hasan Panyileukan.

1.7 Methodology

1.7.1 Method of research

The kind of research used in this investigation is quantitative data. According to Ibrahim and Sudjana (2001:64), descriptive method is the researcher that tries to describe naturally occurring phenomenon, event and the act than happen at this time. This research aimed to know a view about intensity in using English digital media to students' speaking skill, and it gives the influence in students to applying of learning speaking to use writing test to get the result.

1.7.2. Source of Data

a. Setting of Research

This research will take place at SMP Al-Hasan Panyileukan Kabupaten Bandung at the eighth grade, because it proved in teaching training program and found the reality that the students at the 8th class with 51 students are lack in speaking skill and they are interested in using English digital media as media for learning speaking.

b. Population

The population is taken from eight grades at SMP Al-Hasan Panyileukan west Bandung. There are about 102 students of a four classes at the school. In this research, the researcher tries to find a correlation between variable X and Y. Arikunto (1989: 120): "If the population is less than 100, it is better to take all of them as a sample of investigation". According to Sugiyono (2011:102), if the number of the subject is more than 100, we can get sample 10-25 percent or 30-45 percent or more. In this research taken 10 percents to get the sample, so the sample is 30 students. The technique of determining sample is by using random sample.

Figure 1.2
The Population at Eight Grade of SMP Al-Hasan Panyileukan Bandung

Kelas VIII								Jumlah
VIII.A		VIII.B		VIII.C		VIII.D		
L	P	L	P	L	P	L	P	
13	12	16	9	14	11	12	15	102
25		25		25		27		

Source: The Head of SMP Al-Hasan, TU and Studi Dokumentasi SMP Al-Hasan Panyileukan Bandung.

c. Sample

The researcher will take 50% from 102 students as sample. This decision was based on Sudjana (2005:73) states that *“Minimal sampel sebanyak 30 subjek. Ini didasarkan atas perhitungan atas syarat pengujian yang lazim digunakan dalam statistika. Pendapat lain ialah, terhadap populasi kurang dari 1000 bis diambil 20-50%”*. Therefore, the researcher will take 51 students as sample.

1.7.3 Technique of Collecting Data

The data of this research is accumulated by using three kinds of instruments. They are speaking test, questionnaires, observation. The following by detail discussion:

a. Questionnaires

According to Galton (2012:77), “A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case”. To get the data of the students’ intensity in using English digital media, the questionnaire has been given to 51 students with 15 questions, and the questions for questionnaires are about.

b. Speaking Test

Testing on psychological books, Anastari, (1982:22) states that the test is an objective measurement and standard. Cronbach (1989:98) adds that the test is a systematic procedure for observing a number of object descriptions by giving a

number numerical scale or a categorical system. To know the students speaking skills in the eighth grade of SMP Al-HasanPanyileukan, The writer will give a speaking test.

The test will be an oral test that has some criteria for assessing the students' speaking skills. They are: pronunciation, spelling, fluency, intonation and stressing.

1.8 Data analysis

a. Testing Normality of Data

When all data needed has been gathered, the writer decided to use the statistic correlation based on quantitative data. The steps are:

- a) The partial analysis is used to count each variable. There are variable X and Y with the analysis:

1. The partial analysis every indicators of variable X by formula:

$$M = \frac{\sum fx}{N} \quad (\text{Sudjana, 2005:67})$$

To interpretation high or low the question from the respondents every variable, using standard qualification as follow:

Score 0,5 – 1,5 = very low

Score 1,5 – 2,5 = low

Score 2,5 – 3,5 = average

Score 3,5 – 4,5 = high

Score 4,5 – 5,5 = very high (Arikunto, 2006:253)

- a. Testing Normality of variable X by:

- Determining Range of Data (R), with formula:

$$R = \text{High score} - \text{Lowest score} + 1 \quad (\text{Sudjana, 2005:41})$$

- Determining Interval Class (K), with the formula

$$K = 1 + 3,3 \log n \quad (\text{Sudjana, 2005:47})$$

- Determining Length of Class (P), with the formula:

$$p = \frac{R}{K} \quad (\text{Sudjana, 2005:47})$$

- Making Table of Distribution

b. Testing of Central Tendency by:

1. Determining Mean,

$$M = \frac{\sum f_i Y_i}{\sum f_i} \quad (\text{Sudjana, 2005:70})$$

2. Making the curve of central Tendency

3. Determining Standard Deviation (SD),

$$SD^2 = \frac{\sum f_i x_i^2 - (\sum f_i x_i)^2}{N(N-1)} \quad (\text{Sudjana, 2005:95})$$

4. Making table of frequency of Expectation and Observation

5. Determining Chi Square

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2005:273})$$

6. Determining the Degree of freedom (df), $df = K - 3$

7. Determining Chi Square $(\chi^2)_{table}$ on significance 5%

8. Interpreting the Normality of Data

Data is called normal if $(\chi^2)_{count} < (\chi^2)_{table}$ and data is not called normal if $(\chi^2)_{count} > (\chi^2)_{table}$

c. Counting the Coefficient of Correlation

1. If the both variable are believe to have been normal distribution and have a linier regresson, to determine the coefficient correlation will use the formula of product moment as follows:

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \cdot \sum y^2}} \quad \text{Sugiyono (2006 : 149)}$$

2. If the distribution of one each variable were note linear, then correlation coefficient would be counted by using formula of spearmen's Rank.

The formula:

$$r = 1 - \frac{6 \sum b_i^2}{N(N^2-1)} \quad (\text{Arikunto, 2006:275})$$

d. Testing Hypotesis

1. Determining t_{count}

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}} \quad (\text{Sudjana, 2005:377})$$

2. Counting the degree of freedom and counting t_{table} on significance 5%

$$(df = N - 2)$$

3. Determining the hypothesis

If $t_{count} > t_{table} = \text{Hypotesis is received}$

If $t_{count} < t_{table} = \text{hypotesis is rejected}$

4. Interpreting of coefficient correlation with the criteria as the following chart.

Figure 1.3
The Criteria Interpreting of Coefficient Correlation

Interval Koefisien	Tingkat Hubungan
0,00 – 0,199	Sangat rendah
0,20 – 0,399	Rendah
0,40 – 0,599	Sedang
0,60 – 0,799	Tinggi
0,80 – 0, 100	Sangat tinggi

(Sudjana, 2005:989-180)

5. Testing the degree of influence of variable X toward Y by using the formula the coefficient of Determination (KD) :

KD : Coefficient of Determination

R : Coefficient of Correlation (Subana, 2000:145)

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