

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study, including the background, problem statement, research objectives, and significance of the study. It explains the importance of the topic and the issues being addressed. Additionally, this chapter outlines the scope of the study and the structure of the paper to give a clear understanding of the research framework.

A. Background of the Study

Speaking is a crucial skill in language learning as it allows students to communicate effectively in academic and real-life situations, particularly for vocational high school students who are prepared to enter the workforce. Effective speaking involves the ability to convey messages clearly and coherently so that the intended meaning can be understood by listeners. Fluency and accuracy are essential components of successful communication (Febriyadi et al., 2024). Moreover, students with strong speaking skills can actively participate in classroom discussions and express their ideas more clearly. In addition, speaking proficiency helps students develop confidence in delivering presentations and participating in various learning activities (Anggraini, 2021). In today's globalized world, the ability to communicate in English is not only an academic requirement but also an important skill for professional and social interactions.

However, many students still face difficulties in developing their speaking skills, especially in vocational high school settings. Some students struggle with pronunciation and fluency, which makes them hesitant to speak in front of others. Limited vocabulary also prevents them from expressing their ideas clearly and effectively. Furthermore, anxiety and lack of confidence often cause students to avoid speaking activities in the classroom (Jannah et al., 2020). As a result, students tend to become passive during speaking practice and are reluctant to participate in oral tasks. Even students who understand grammatical rules sometimes find it difficult to express their thoughts verbally because they lack opportunities to practice speaking in meaningful contexts.

In the context of teaching procedural texts, students are required to explain a series of steps clearly and logically. This type of text is particularly relevant for vocational high school students, as it reflects real-life tasks such as explaining how to operate tools or perform specific procedures. However, many students find it difficult to organize their explanations when delivering procedural instructions orally. Traditional teaching methods such as picture-based explanations often focus more on visual guidance rather than verbal practice. As a result, students tend to memorize written instructions instead of practicing how to explain the procedures verbally (Pratiwi et al., 2024). This condition may reduce students' confidence and limit their ability to speak naturally during speaking activities.

To address these problems, teachers need to apply more engaging and interactive teaching strategies that support students' speaking practice. One potential strategy is the use of video tutorials as a form of video-based instruction. Video tutorials refer to instructional videos that provide step-by-step explanations and demonstrations to support students' understanding of learning materials. Through video tutorials, students can observe how a speaker explains a procedure while also listening to correct pronunciation and appropriate sentence structures. According to Mayer (2021), multimedia learning that combines visual and auditory elements can enhance students' understanding and help them process information more effectively.

Several studies have highlighted the benefits of using instructional videos in language learning. Wang and Shen (2020) found that students who learned through video-based instruction showed better performance in speaking tasks compared to those who were taught using traditional methods. Video-based learning allows students to observe authentic language use and imitate speaking models, which can improve their pronunciation, fluency, and confidence in oral communication. However, most previous studies have focused on general speaking skills and have not specifically examined the use of video tutorials in teaching procedural texts in vocational high school contexts. Therefore, further research is needed to explore the effectiveness of video tutorials in this specific context.

In addition, the integration of digital media in English language teaching has become increasingly important in the era of technology-enhanced learning. Vocational high school students, in particular, are closely connected to digital platforms in their daily lives, making the use of technology-based media more relevant and engaging for them. However, despite the widespread use of digital tools, not all instructional media effectively support students' active speaking practice. Many digital resources are still used passively, where students only watch or listen without meaningful interaction. Therefore, it is necessary to explore instructional media that not only present information but also encourage students to actively practice speaking. In this regard, video tutorials can serve as a potential medium that combines visual, auditory, and practical elements to facilitate students' speaking development.

Based on these considerations, this study aims to investigate the effectiveness of video tutorials in teaching speaking skills to vocational high school students. The research compares students who are taught using video tutorials with those who receive picture-based explanations. By examining the impact of this method, the study is expected to provide insights into more effective strategies for improving students' speaking skills, particularly in delivering procedural texts.

B. Research Questions

Developing speaking skills in procedural texts remains a challenge for many EFL learners, as they often struggle with delivering clear instructions, maintaining fluency, and engaging in interactive learning. This study aims to explore the following research problem "Is there any significant difference in students' speaking between those who are taught using video tutorials and those who are taught using picture-based explanations?".

C. Objectives of the Study

In line with the research question, this study aims to determine whether a significant difference exists in students' speaking between those who are taught using video tutorials and those who are instructed through picture-based explanations.

D. Hypotheses

Based on the background of the study, the research problem, and the objective, the researcher proposes the following hypothesis:

H₀ (Null Hypothesis): There is no significant difference in students' speaking between those who are taught using video tutorials and those who are taught using picture-based explanations.

H₁ (Alternative Hypothesis): There is a significant difference in students' speaking between those who are taught using video tutorials and those who are taught using picture-based explanations.

E. Significance of the Study

This study is expected to offer both theoretical and practical contributions to the field of English language teaching. Practically, for students, this study is anticipated to assist vocational high school students in enhancing their speaking skills, particularly in presenting procedural texts through clear and well-organized oral explanations. The use of video tutorials is also expected to boost students' confidence and motivate them to engage more actively in speaking activities.

For teachers, this study is expected to provide an alternative teaching strategy for speaking instruction, especially in procedural text materials. Video tutorials can function as an engaging and effective medium that accommodates both visual and auditory learning styles, allowing teachers to deliver step-by-step explanations more clearly and to support students in practicing their speaking skills.

Theoretically, this study is anticipated to expand the current literature on the use of video-based learning in teaching speaking, particularly in the context of vocational high school students.

For future researchers, the findings of this study can be utilized as a reference for further research related to the implementation of video tutorials or other digital media in improving students' speaking.

F. Scope and Limitation

The scope of this study is limited to tenth-grade students who are learning procedural texts as part of their English curriculum. The research adopts a quasi-experimental design to investigate and compare the effectiveness of two different instructional approaches, namely video tutoring and picture-based explanations. Through this comparison, the study aims to identify which instructional method provides more effective support in teaching speaking, particularly in helping students explain procedural texts orally.

Although this study provides valuable contributions, several limitations need to be considered. The research was carried out over a relatively short period and included participants from only one vocational high school, which may affect the extent to which the results can be generalized to different contexts. In addition, the study concentrates only on speaking instruction through procedural texts and does not explore other language skills, including listening, reading, and writing. Thus, the results should be understood in relation to the specific scope and constraints of this study.

G. Definition of Key Terms

1. Speaking

Speaking refers to the ability to express ideas, information, and messages orally using appropriate pronunciation, vocabulary, and grammar. In this study, speaking focuses on students' ability to deliver procedural texts clearly and coherently.

2. Procedural Text

Procedural text is a type of text that explains how to do or make something through a sequence of steps or instructions. It aims to guide listeners or readers to complete a task in a clear and systematic way. In this study, students are required to orally explain procedural texts.

3. Video Tutorials

Video tutorials refer to instructional videos that provide step-by-step explanations and demonstrations to support students' understanding of learning materials. In this study, video tutorials are used as a teaching medium to help students learn how to explain procedural texts orally.

4. Picture-Based Explanation

Picture-based explanation refers to a teaching method that uses pictures or visual images to present learning materials. In this study, students use pictures as visual guidance to understand and describe procedural steps orally.

5. Audio-Visual Media

Audio-visual media refers to learning media that combines both visual and auditory elements, such as videos, to enhance students' understanding of the material. In this study, video tutorials are categorized as audio-visual media that support students in learning how to deliver procedural texts orally.