CHAPTER I
INTRODUCTION

This chapter provides an overview that explains the overview in heading order. This chapter consists of eight sections, including research background, problem/phenomenon identification, research limitations and priorities, research questions, research goals, and research implications. In addition, this chapter provides information on the research topic, previous work, and the theoretical underpinnings related to the framework. Finally, this chapter describes the research methodologies used, including research design and research procedures, sources and data, data collection techniques and tools, data analysis techniques, and research timeline.

1.1. Background of Problem

Education is one of the essential elements of human empowerment. Students' personalities are shaped and guided via schooling so that they might become as culturally advanced as possible. More than only passing on knowledge and skills, educators also impart conduct (Ertanti et al, 2019. P.65-7). Education is an intentional effort to help pupils actively develop their learning capacity in order to enable them to have good character, intelligence, and personality that are advantageous to both themselves and society. The primary goal of education is to create or mold a person with quality, knowledge, and character, giving him a broad perspective to obtain the desired ideals and the capacity to adapt to his surroundings (Sudarsana, et al, 2019, p. 1). From some of the references above, it can be ascertained that society really needs education to grow into broad-minded human beings. Students as learners and teachers as educators are the two main subjects in the educational process at school. Education is the process of acquiring knowledge, which can be done through learning. In addition to the teacher, friends, the environment, and family can all contribute to good learning. Therefore, learning can occur outside of the classroom as well as during academic study sessions.

In Indonesia, learning practices are less effective, media is typically less appealing, and teaching is frequently highly repetitive, some issues are caused

by the students and teachers. Based on the following statements below, First, the teacher conducts each meeting using the traditional method. Second, teachers merely assigned reading assignments without explaining the texts to the pupils. Students find it challenging to comprehend the subject as a result. Last but not least, the teachers only used textbooks to teach reading, which decreased pupils' enthusiasm in the subject. The issue then comes from the students. First, because vocabulary levels among pupils are still poor, it is difficult to understand the text due to its length. It makes students too lethargic and bored to learn (Ridiyanto, Desfiyenti, & gafar, 2021). From the statement above, it is better if learning activities in the current era utilize technology, such as making learning videos, and others. Technology has integrated into daily life in the era of globalization. The development of information technology has significantly altered human behavioural patterns. Technology has advanced significantly in recent years to fulfill human requirements. Many people therefore think that technology will simplify life and work. Technology creation and application can be advantageous or advantageous to humanity if done properly. Applying too much, though, can have the reverse effect. The relationship between technology-based learning media is evolving nowadays to improve learning quality and make it more exciting. However, technology plays a critizcal role in helping pupils become more motivated to learn. Additionally, teachers are able to teach the content more readily.

A medium that may be easily noticed by pupils, educational technology is employed as a tool for the classroom or the process of learning to be more successful. This educational technology's goal is to use media to address learning issues that can enhance learning outcomes. so that pupils will be more interested in what they are learning. The use of media in the classroom is made easier by educational technology, which encourages pupils to want to study. By using educational technology, instructors can produce materials that help students apply the information found in online photos (Sudarosana, et al, 2019, p. 1). The usage of digital media in the classroom can be advantageous

since it enables teachers to effectively impart knowledge and information to students.

Media can be a part of active learning techniques like case studies or group discussions. A movie, film, song on the radio, webcast of a lecture, or newspaper article are all examples of media. According to (Rahmi,2014, p.2) media are very impostant to help student in understanding english as a foreign language. Using media as a tool for communication will speed up the teaching process.

One of the key components of human empowerment is education. Students' personalities are shaped and guided via schooling so that they might become as culturally advanced as possible. More than only passing on knowledge and skills, educators also impart conduct (Ertanti et al, 2019. P.65-7). Students as pupils and teachers as educators are the two main subjects in the educational process at school. Education is the process of acquiring knowledge, which can be done through learning. In addition to the teacher, friends, the environment, and family can all contribute to good learning. Therefore, learning can occur outside of the classroom as well as during academic study sessions.

The growth of information technology has altered the way that Indonesians view the world and live their lives in terms of their daily activities. The existence and integration of information technology into the educational system has ushered in a new era for educational advancement, but this advancement has not been accompanied by an increase in the human resources that are essential to Indonesia's overall educational success. This is primarily due to the fact that education is still falling behind in terms of using human resources (Budiman.H, 2017 p. 31).

To improve learning and study, as well as to identify, produce, and evaluate teaching material and methodologies, the education industry must create cutting-edge learning materials leveraging multimedia. The production of teaching materials must be increasingly innovative as a result of the expansion of science and technology, including both technologically and

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applied techniques, which are essential for the achievement of learning objectives. The statement above based on Martalina and Situmorang, (2018), in the digital age, there is an urgent need for creative study material because it is well-known that students prefer to complete their academic work using the most recent technology. To help students transition from traditional learning style into innovative learning, an innovative learning resource can be used.

There are four skills that students should consider while they acquire the English language. Speaking, listening, reading, and writing are all included. Students must be perfect language skills, among them speaking abilities, in order to acquire these abilities. One of the skills in English that is applied in junior high school is speaking, which will be applied to the agreement and disagreement expressions material. Because of that, to asses students speaking skill, teacher must apply appropriate authentic assessment models appropriate for grade 2 Junior High School, they are role play, information gap, picture talks, PBL (Problem Based Learning), PjBL (Project Based Learning), etc. Furthermore, to evaluate a speech, teachers need to consider important factors such as pronunciation, structure, vocabulary, dexterity, and content of them (Sahyoni & M. Zaim, 2017). According to Brown (2004:157) there are two general elements in assessing speaking: accuracy and fluency. Accuracy goes to vocabulary, grammar, pronunciation, stress, and intonation. It means, accuracy deals with someone ability to produce correct sentence using correct grammar and appropriate vocabulary.

There are four skills that students should consider while they acquire the English language. Speaking, listening, reading, and writing are all included. Students must have perfect language skills, among them speaking abilities, in order to acquire these abilities. One of the skills in English that is applied in junior high school is speaking, which will be applied to the agreement and disagreement expressions material. Because of that, to assess students speaking skills, teachers must apply authentic assessment models appropriate for grade 2 junior high school, such as role play, information gaps, picture

talks, PBL (problem-based learning), PjBL (project-based learning), etc. Furthermore, to evaluate a speech, teachers need to consider important factors such as pronunciation, structure, vocabulary, dexterity, and the content of each (Sahyoni & M. Zaim, 2017). According to Brown (2004, p. 157), there are two general elements in assessing speaking: accuracy and fluency. Accuracy goes to vocabulary, grammar, pronunciation, stress, and intonation. It means accuracy deals with someone's ability to produce a correct sentence using correct grammar and appropriate vocabulary.

Teaching English in the modern era is also becoming more diverse, ranging from using manual or visual media such as balcboards, chalk, and markers to internet-based media and the technologies such as audio-visual. Teacher can help student understand the material in the learning process by preparing teaching tools during the teaching and learning process. Also, a component that supports the learning process is the teaching method , which is used by teacher to deliver lessons and can attract students attention so that the learning process can take place. According to (Rahmi,2014, p.2) media are very impostant to help student in understanding english as a foreign language. Media is as a communication tool in order to streamline the process learn how to teach. The benefits of using this media are expected to be able to attract the attention of students and make it easier for students to understand the material (sohibun & filza, 2017). Media can be interpreted as all forms and channel that conveys information messages from the source of the message to the recipient can stimulate the mind, arouse the spirit of attention and willingness of students so that students are able to obtain knowledge, skills, or attitudes that are fit for purpose information submitted. The media also acts as a teacher intermediary present anything or messages that cannot be seen directly by students, but can be described indirectly through media (suryani et al, 2018).

Learning video media is a media that presents audio and visual containing good learning messages that contain concepts, principles, procedures,

knowledge application theories to help understanding of a learning material. According to Moh.zaiful rasyid et al video is a material visible-hearing learning (audio-visual) that can be used to convey messages or subject matter. Video media learning is also not boring so it adds to the enthusiasm students in the learning process. Learning videos are a medium for transferring knowledge and can be used as part of the learning process.Video is a digital media widely used among instructors in the self-learning system. Learning video media is one type of learning resource that can be used in the learning process. Learning media video is anything that can convey or distribute messages from a source in a planned manner, resulting in a conducive learning environment where the recipient can perform the learning process efficiently and effectively (Lalian, 2018, pp.2-3).

Learning material contains information about thoughts, ideas, or knowledge of the author to be presented to the reader, by using visual symbols in the form of letters, images, video or other forms. The main function of learning material is as a medium of information, primarily in the form of handwriting, then printing, and electronics, has had a major influence on learning and made an increase in the educational revolution (S.Ridha et al., 2020, p. 2). Therefore, the use of media in the learning process in the technological era is needed to motivate student enthusias for learning.

Based on Walkinshaw, 2022. Expressions of agreement and disagreement are strongly related to discussion texts since they examine a topic from distinct viewpoints. A concurring approach (verbal or nonverbal) to an earlier action or position taken by some other speaker that indicates the audience shares the speaker's attitude toward or opinion of that action or position is referred to as agreement. The definition of disagreement is an opposite stance to an earlier action or posture made by another speaker. Moreover, Agreement and Disagreement Expressions is

Many researchers use learning media in the form of learning videos in their research, including English material for Speaking Skills. According to the New Webster Dictionary (1994: 932) speaking is a delivery of intentions,

ideas, feeling, contents and purpose. Speaking ability is a major component of communication. While speaking ability refers to a person's proficiency in using language to interact verbally with others. The progress of anyone listening and replying to the words' intended meaning in accordance with existing expectations, which is necessary to establish communication, is also impacted by this. This is in line with what Nunan (1991, p. 39) according to which the achievement of language learning can be gauged by one's capacity to converse in the target language. Speaking ability and students' capacity to communicate with and respond to others are related. Someone must be responsive to what is said by the speaker in addition to understanding what is being said. Speaking ability demonstrates a person's capacity to act not only as an audience but also as a participant or speaker. On the other hand, Scoot and Ytberg (2000, p. 33) argue that a teacher's ability to teach a language is most strongly influenced by their ability to speak the language. It can be inferred that a teacher's methods of instruction have an impact on how well students learn language, particularly speaking. This applies to both inside- and outside-the-classroom learning activities. When it comes to activities, a teacher's creativity and moral character are unquestionably relevant. Instructors can use a variety of activities to enhance learning, including drills, discussions, games, role plays, and information gap activities, which, according to Harmer (1991, p. 95) can help students practice speaking in real-world situations. In addition, the activity unquestionably needs a learning tool that encourages learning in order to spark students' interest in using it inside or outside of the classroom. Consequently, it is possible to effectively improve students' speaking skills if an intellectual competence may be carried out outside of the classroom. Furthermore, the video as a medium for learning to speaking (Munadi, 2013) , Strategies for teaching speaking skills (Widiya, et al, 2020 & Kurum, 2016), the influence of video-based learning media (Audio-Visual) (B. Panjaitan et al, 2021).

Based on the statements above is talking about the use of learning video for learning speaking skill but they did not talk about the student need when

using video materials in learning speaking agreement and disagreement ekspressions. In other hand some clusters discuss about the effectiveness of using learning videos to improve critical thingking and speaking skill. However the studies did not discus about student need in using learning videos. Other cluster of this study also discuss about the perception of student when using instructional vedio media. However, the studies did not discuss further how to develop instructional videos. After all, it is important to discuss about student need in junior high school in speaking skill using learning video. Watching video is effortless, enjoyable, and it also making the clasroom more divves (Solihah & musyarofah, 2019 cited in Hobbs 1998, 200, p. 113).

Some studies discuss about english material for speaking skill. Most of them mainly how to develop the materials for speaking and the implementation in the classroom activities. They did not mention the criteria or characteristics of good english materials for speaking the relevance of mentioning the criteria or characteristics of good english materials for speaking is to allow readers or other researcher to analyze wether good and effective english material is being used to teach speaking skill.

Based on the background of the problems described above researchers intend to conduct research on video development the lesson with a title : "Developing Learning Video Material of Agreement and Disagreement Expressions for Junior High School".

1.2. Identification of Phenomenon

Based on research background above, of course, it is necessary to conduct a search to provide an explanation of the problem to be studied. The use of media will certainly make it easier for student to understand learning material by using learning media, especially videos, student will not easy feel bored with the learnig atmosphere especially in speaking skill. This is a challenge for teachers to better utilize media in learning english. Media is creating and effective and efficient learning situation by moving all learning resources (Hermawan, 2017 p.84). The problem found in learning english come from

three things, namely, teachers, students, and and learning media. The identification of the problem found in this study are :

1. Lack of motivation or enthusiasm of students in the process of learning English,

2. The way or method of teaching that seems less interesting (Boring learning strategy)

3. Monotonous media

4. Educators still often use books as teaching materials.

5. During the pandemic, educators only give assignments to participants learn as learning.

Based of identicaton of the problem above, the author will discuss the poblem "Educators does less interesting learning so that it does not motivate students especially in learning English" because in utilizing learning media in teaching learning activities must be controlled by teacher, the teacher must be prepare the strategy and choose learning media that suits the need of student. Learning English becomes more creative and communicative which is expected to improve students' speaking skills. Through this research, researchers develop video as a learning media.

1.3. The Delimitation of The Reseach

In this analysis, to protect the report from being too broad in scope. In the use of video in teaching media, the researcher limits the emphasis. And researchers focused on support students' speaking skills. Speaking is one of the most crucial skills to be mastered since it can be employed as a means to communicate effectively. According to the New Webster Dictionary (1994: 932) speaking is a delivery of intentions, ideas, feeling, contents and purpose. Speaking ability is a major component of communication.

Therefore, this research analyzes The use of video media supports speaking skills more. The researcher focused on students in intermediate level as source of data. The main reason for choosing this source of data is students in intermediate level are a period of students being increasingly responsive and able to learn from feedback, which have implications for education

(Dumontheil, 2016, p. 5). Furthermore, this research focuses on developing videos media to support students' speaking skills.

1.4. Research Questions

1) What are the characteristics of video learning of agreement and disagreement expressions at junior high school?

2) How is the prototype of the video learning of agreement and disagreement expressions at junior high school?

1.5. Aims of The Research

1) To find the characteristic of video learning of agreement and disagreement expressions at junior high school.

2) To develop the prototype video learning material of of agreement and diagreement expressions at junior high school.

1.6. Significant of The Research

The researcher hope that this analysis has benefits, which can be divided up to theoretical and practical meanings as follows:

1.6.1 Theoritically

The theoretical benefits obtained from this research are as follows :

1. The findings of this Research can improve the theory of the use of learning media, especially where this research is carried out.

2. The results of this study can be used as a reference for those who want to develop learning videos as learning media for English speaking skills.

3. The results of the research can be significant for English teachers in the teaching and learning process, especially developing learning videos.

1.6.2 Practically

The practical benefits obtained from this research are as follows :

1. For teachers, this research is expected to be a provision for them to increase their knowledge and be able to integrate media into the teaching and learning process.

2. For prospective teachers, the results of this study are expected to provide information and knowledge about the use of media in an effort to improve the quality of education in the future.

3. For readers, the results of this study are expected to provide information and knowledge about the use of media in education in this era of globalization.

1.7. Theoretical Foundation

This section describes the theoretical basis of the research. The theoretical foundation presents the reader with the underlying theories related to the problem. The related theories that will be understood in this research consist of learning media, learning video, speaking skills, descriptive text.

1.7.1 Learning Media

Media in the learning process is an intermediary or source of messages by receiving messages, stimulating thoughts, feelings, concerns and then being encouraged and involved in learning. The learning process is basically also a communication process, so the media used in learning is called learning media.

1.7.1.1 Definiton of learning media

Learning media is a tool that can used to convey a content of learning that ca stimulate the attention and interest of students so that students understand the content presented. Educators will it is easier if you convey the material by using media that suits your needs. Learning Media is a teaching aid to convey material so that messages are easier to receive and make students more motivated and active (suratun et al, 2018).

Learning media is as a tool in learning convey messages, especially in learning to have its own benefits, whether perceived by the teacher or felt by students. In general, learning media used to provide concrete experiences, provide motivation to learn, as well as enhance absorption learn students in understanding the subject matter. However, In particular, learning media is used to add to the appearance of the material to make it more interesting, so that later it will be impact on students' focus on what they learn in the

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learning process and increase motivation and students' interest in learning (zaiful rosyid et al, 2019, P.19).

According to Nunuk suryani et al (2018, p. 5) The benefits of learning media for teachers and students students are as follows :

The benefits of learning media for teachers are:

1) Help attract attention and motivate students to learn;

2) Have guidelines, directions, and sequences of teaching that systematic;

3) Helping accuracy and thoroughness in presentation subject matter;

4) Helping to present more concrete material, especially in English;

5) Has a variety of learning methods and media used so that learning is not boring;

6) Creating a fun and effortless learning atmosphere pressure;

7) Helps time efficiency by presenting the gist information systematically and easily conveyed;

8) Build the self-confidence of a teacher.

The benefits of learning media for students are:

1) Stimulate curiosity to learn;

2) Motivate students to study well in class as well as independent;

3) Make it easier for students to understand the subject matter presented systematically through the media;

4) Provide a pleasant atmosphere and not boring so they focus more on learning;

5) Give students awareness of choosing media the best learning to learn through a variety of media provided.

1.7.1.2 The principle of learning media

According to tejo nurseto (2011, p. 24), to develop learning media, it is necessary to pay attention to the VISUALS principle, which can be

described as an abbreviation of the words (1) *Visible* (2) *interesting* (3) *simple* (4) *useful* (5) *Accurate* (6) *legitimate* (7) *structured.*

The learning media created must meet the following requirements:

1) educational factors, including the determination or suitability of the learning media with the goals or competencies that have been set and must be achieved by students according to the applicable curriculum. In addition, the making of learning media must also be in accordance with the level of ability or thinking power of students who encourage activity and creativity so as to help achieve learning success.

2) factors of beauty, including: aesthetic shape, the size is appropriate and appropriate with attractive color combinations so that it attracts the attention and interest of students to use it (Ardian Asyhari & Helda Silvia, 2016, p. 4).

1.7.1.3 Strengths and weaknesses of learning media

the advantages of learning media are:

1) attract and motivate students to learn more material, making a model that will be imitated by students.

2) prepare interesting variations and changes in the level of learning speed on a subject or problem.

3) This media capability is considered better and more attractive because of two media elements, namely audio and visual.

there are disadvantages of learning media, namely:

1) put too much emphasis on mastering the material rather than the development process and still views audio-visual media as a teacher's tool in the learning process.

1.7.2 Learning Video

Learning videos are media in the form of videos that are used to help students achieve learning objectives. Learning videos are live

image recordings with the aim of conveying learning materials so that students obtain learning objectives (Ario & Asra, 2019). Specially designed learning videos can be used as effective learning media.

1.7.2.1. Definiton Learning Video

Learning media consists of various forms, One of them is audio-visual media. Audio-visual media are media which contains elements of sound ~~and~~ also has elements of images that can be viewed, such as video recordings, movies, and so on. A good learning media is a media that is able to activate students in providing responses, feedback, encouraging students to do good practice Correct(La'ali et al, 2020, p. 43-44).

Video comes from Latin, namely from the word vidi or Visium which means to see or have vision. According to Agnew and Kallerman define video as a digital medium which shows the arrangement or sequence of pictures and images provide illusions, images and fantasy in moving images. Meanwhile, according to Purwanti, the video is a media that conveys messages that are fact or fictitious, informative, educative, and instructional. As for an expert said that video is a recording of images and sound in a video tape cassette into magnetic tape that can be provide a real picture, and be able to manipulate time and place (Muhhamd Ridwan et al, 2020, p. 8-18). Video is a medium for conveying messages, including audio-visual media. Audio-visual media are divided into 2 types: first, equipped with sound and picture equipment functions in one unit. called pure audio-visual media. and second, impure audio-visual media. motion pictures, television and video are of the first type, while slides, opaque OHPs and other visual equipment with sound are of impure audio-visual types.

1.7.2.2 Advantages and Disadvantages of Learning Videos

According to Saman et al (2019,p. 1-2)Learning videos that have advantages will be positive value in developing learning activities

commensurate with the abilities possessed by students. The advantages of learning videos are as follows:

1) This application can be run on all types of mobile phones, computers and laptops that have video players for example vlc, gum media player, video clip and others.

2) Learning videos made per one meeting provide savings on cellphone memory storage, computers and laptops, this is due to the size for files the video is classified as low or small.

3) This learning media can be used as a media independent learning, meaning that students can use it anywhere and anytime, so it's very flexible.

4) The display in this application is equipped with animations in accordance with the life of the character of students today, so as to attract the attention of students.

5) The operating model on this learning media is very easy because it only has customized navigation with the type of video playback the user is using.

Weaknesses or limitations in learning videos can used as material for evaluation and improvement, as well as considerations in applying suitable learning models or according to the process of teaching and learning activities in the classroom.

According to Benny. A (2019), there are several shortcomings or limitations on learning videos, namely:

1) Speed of displaying information and knowledge online constant.

2) Sometimes it creates a different perception of information and knowledge displayed.

3) Expenditures for video program production costs are very expensive.

1.7.2.3 Characteristic of learning video

The characteristics of instructional video media, namely producing learning videos that can increase motivation and effectiveness of their use, the development of learning videos must pay attention to the characteristics and criteria. the characteristics of learning videos are:

1) Clarity of Message

With video media students can understand the message of learning more meaningfully and information can be received in its entirety so that information will automatically be stored in long-term memory and is retention.

2) Stand Alone

The videos developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

3) User Friendly

Video media uses simple, easy-to-understand language and uses common language. information exposure that appears is helpful and friendly to the user, including the ease with which the user can respond, access as desired.

4) Content representation

The material must be truly representative, for example, simulation or demonstration material

5) Visualization with media

The material is packaged in multimedia, it contains text, animation, sound and video according to the demands of the material. The material used is applicable, has a difficult process, is dangerous if you look directly at it, has a high level of accuracy.

6) Use high resolution quality

Display in the form of video media graphics made with digital engineering technology with high resolution but support for every speech computer system

Learning videos can be used by students individually, not only in school settings, but also at home. can also be used classically with a

maximum number of 50 students. can be guided by the teacher or simply listen to the narrative description from the narrator that has been provided in the program.

1.7.2.4 Purpose and Function of Video

According to Rasyid. H & Yupi .K. (2015, p. 265-279) instructional video media as teaching materials aim to:

1) Clarify and obtain the delivery of the message so that it is not too verbalistic.

2) Overcome the limitations of space, time and the sensory power of students and instructors.

3) Can be used appropriately and varied.

The functions of the video media are:

1) Can attract and direct students' attention to concentrate students on the content of the lesson.

2) It can be seen from the level of emotional order and student attitudes when listening to the subject matter which is accompanied by visualization

3) Help understanding and remembering the contents of the material for students who are weak in reading

4) Learning media criteria

1.7.3. Speaking Skills

Speaking refers to the ability to communicate with others. As a result, speech is an important aspect of interpersonal communication in order to modify information. According to Brown (2004, p. 142), "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally". Teaching speaking skills is seen as an important aspect of teaching a foreign language.

Furthermore, Nunan (1995) suggests that actively engaging in communication can help learners learn a second language more

effectively. Students learning English as a Foreign Language (EFL) need to develop their speaking skills to express themselves freely. Students are expected to master speaking skills, which are vital for worldwide communication. Each school, including boarding schools, follows the 2013 national curriculum, which aims for junior high pupils to communicate effectively in English, both verbally and in writing.

After performing basic research on sophisticated digital media, particularly YouTube. Researchers discovered a large number of ready-to-watch learning films, particularly for Agreement and Disagreement Expression material, which students or anyone else interested in learning could access at any time. Researchers discovered numerous benefits of existing instructional films. This breakthrough appears to have occurred because English teachers employ a variety of tactics to help pupils develop their speaking skills. Researchers also discovered that English was spoken throughout schools, particularly in dormitory areas. Teachers face a difficult task in teaching speaking skills to pupils because English is not the mother tongue of the majority of the students. Because English is employed as a communication tool in the dormitories.

According to William and Burden (2003), teachers' practices play a crucial role in determining language acquisition success. In this study, the researcher hopes that the tactics used by teachers to teach speaking skills to junior high school students will assist the students master the target language.

In addition, junior high school students construct knowledge in ways interact actively with their environment in the developmental stages. Baxter (2007) stated that strategies will enable student development at an early cognitive stage and will challenge more advanced learners to do so commitment to pragmatism. Therefore, it will be easier for junior high school students if their speaking skills are applied, either through learning videos or interactive activities therein.

Speaking can help with language acquisition, as long as pupils understand what they say. The more they speak, the more they absorb it. According to Martinez and Uso-Juan (2006, p.139), learning how to communicate requires both linguistic and pragmatic expertise. Speaking is a vital aspect of second language acquisition and instruction. Speaking instruction aims to enhance students' communication abilities by allowing them to express themselves and learn to utilize a language effectively.

Furthermore, EFL learning methods prioritize developing speaking skills to help students effectively express and explain their ideas. According to Glover (2011), speaking proficiency is proof of successful language learning. Speaking, on the other hand, is regarded as the most difficult skill in language mastery due to its spontaneity and the use of traditional teaching methods that emphasize memorization and students' passive roles (Shabani, 2013). On the contrary, research has shown that enhancing speaking proficiency necessitates students' active participation in the learning process as well as a supportive environment that fosters student motivation.

In addition, In the EFL environment, various research were undertaken to analyze the efficiency of the PBL approach in developing speaking abilities (Ahlfeldt, 2003; Solaina, 2013; Rohim, 2014). Ahlfeldt (2003), for example, investigated the application of the PBL technique in comparison to the traditional learning strategy. The findings of this study suggested that PBL was a more effective mode of instruction, since learners made better presentations than students in regular classes. It was also discovered that students in PBL were engaged in the text and course material, which helped them cope with their speaking fear, although this was not the case in traditional classroom settings. Rosalina (2013) used the PBL technique in an EFL university speaking class in Indonesia.

1.7.4. Agreement and Disagreement Expression

Based on Walkinshaw, 2022. Expressions of agreement and disagreement are strongly related to discussion texts since they examine a topic from distinct viewpoints. A concurring approach (verbal or nonverbal) to an earlier action or position taken by some other speaker that indicates the audience shares the speaker's attitude toward or opinion of that action or position is referred to as agreement.The definition of disagreement is an opposite stance to an earlier action or posture made by another speaker.

1.8 Previous Study

This research is supported by a literature review, as long as the research refers to several previous studies conducted in the same field and carried out by other researchers.

First, previous research on video as a medium for teaching writing skills. Dellyardianzah (2016: 8) shows that Video Scribe-based learning media can improve student learning outcomes. The same thing was also conveyed by Hakim, Shafira Aulia (2017: 6) who concluded that the use of Video Scribe media as one of the learning media could increase the activities and learning outcomes of students. Nurjanah et al. (2017: 230) emphasized that VideoScribe-based learning media is suitable for use as a learning medium. (Kamarullah, 2018) Video, as a functional material, offers its advantages in the scope of language learning. The video provides samples of real-life circumstances. This is similar with the argument of Cakir (2006), who believes that a learner will have a general idea of the culture, attitude,

And condition of the target language simultaneously. Allan (1985, as cited in Liu, 2005) also believes that the implementation of video in language learning is more valuable than other forms of authentic materials since it brings the contextual scene of life.

Second, strategy to teach writing skill. Nowadays there are many various techniques that can be used by teachers to help the students in organizing ideas and bring their boredom down in writing. Strategics are very

important in teaching learning process. One of the strategic that can be used in teaching English writing is writing process approach (Nurhayati, 2020).

Another previous study explain that According (Sartika D & Nery .R, 2018) The students who were taught by using PLEASE strategy had better improvement in terms of their writing achievement to the guidance of writing descriptive text using PLEASE strategy. The teacher must try to increase the student writing interest and writing skill by using appropiate strategy one of them uses the PLEASE strategy.

Different methods are employed by English teachers around the world in teaching writing in the classrooms (yusuf et.al, 2019). Among the methods that are deemed to suit the teaching of writing is the corporation of Cooperative Learning or CL (Kagan & High, 2002). Numerous researchers around the world are studying practical applications of CL principles and methods for helping students work together more effectively (Jacobs, Power & Inn, 2002). CL has been found to be successful and productive teaching methods to develop learners' linguistic, social and communicative skill because it provide maximum chances for students-students interaction with consequential input and output in a supportive atmosphere (Ahangari & Samadian, 2014. CL methods embody those principles in an attempt to provide structure for students' interaction (Baloche, 1998; Johnson & Johnson, 1999).

Third of the previous study is english material for writing skill (nurhayati, 2018). Teacher readiness to recognize the character of students in learning is the main model of delivering teaching materials and an indicator of the success of the implementation of learning (rosnaningsih A & Puspita, 2020, p.189). In the learning process, teaching material serves as an incentive for teachers to take activities that lead to the achievement of learning objectives. A teacher's role in the learning process is to motivate pupils so that they are willing and capable of solving issues and guiding others. until they are able to complete their studies successfully. The teacher's instructions can be presented orally or in writing, but written instructions are significantly more effective because they can be modified. Students should read it.

1.9 Frame of Thought

Students' lack of interest in speaking because they think speaking is something that is very difficult, this can be seen when they are not serious in doing speaking assignments, there are also several other factors including, lack of vocabulary knowledge and not understanding to speak up with correctly. Therefore, the lack of student interest in speaking is the lack of creativity from the teacher in the learning process so that students feel difficult and bored when taking speaking lessons, therefore it is necessary creativity in learning English in writing skills by using learning media. In the learning process, the media is a tool that is very custom made. teachers as educators must teach creatively so that students are interested in learning and learning objectives can be achieved, one of which is by using the media. Media is categorized into 2 points, first offline media is media that uses simple tools such as pictures, mind maps, etc. Online media are media sites that require internet access. In this study, the researcher focused on developing video learning media to teach students' speaking. At its process speaking will be done on a agreement and disagreement expression. The frame of thought in this research is illustrated by the figure :

Figure 1.1 Frame of Thouhgt
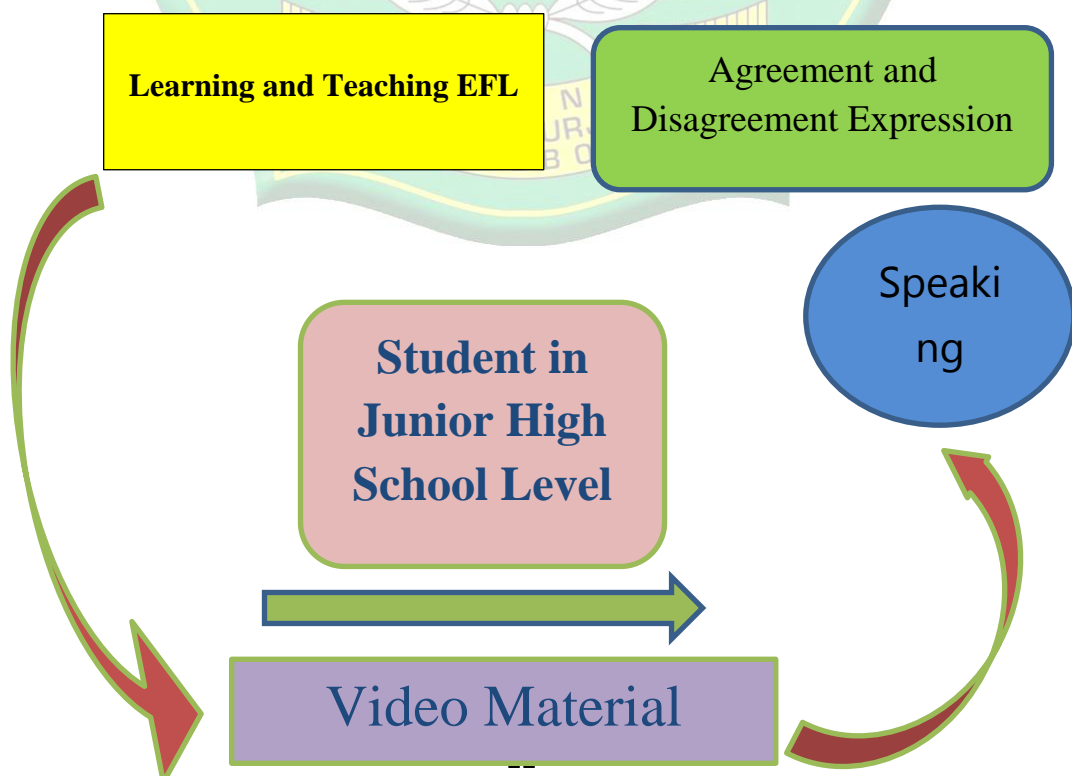
1.10 Reseach Method

This section contains an explanation of the research mothodology used in this study. Research methodolog is concered with how research question are posed with certain methods. Therfore, this chapter provides several points regarding the steps of conducting current research which include research design and reserch steps, sources and type of data, data and collection techniques, data analysis techniques, and research timeline.

1.10.1 Research Design

The approach of this research qualitative methode and R & D methode. The research have specified the design of this research about case study, content analysis, etc. The study used a qualitative research design as the approach to conduct the research. Qualitative research is best suited to solving research problems involving unknown aspects that need to be investigated (Cresswell, in Elisa, I., 2021 p. 39). Afterwards, this study applies Research and Development (R&D) as the research method. In the Research and Development (R&D) there is data collection which is applied as a foundation for making a product (Gall, Borg, & Gall, 2003. p. 569) and R&D is described as a process or step in the development of a new product or the improvement of an existing product (Pangestika, M., 2020. p. 50). This is one of the study methods for developing and validating educational items including teaching methods, teaching learning media, and teaching learning books (Borg and Gall, in Siahaan, M., 2019. p. 14).

This study will use questions that state the reason students why in the learning activities find saturation points or bored. The next question about how to learn methods according to students is interesting and makes the spirit of learning increase. Then if the method of learning using video media lerning then will it be very helpful for them to be able to more easily understand the teaching material.

In some situations, the funder will expect all four steps to be completed in one project, but in other situations the Design and

Development Project may require successive projects (IES&NSF, 2013, p. 47). In this study adapted four steps from the R&D steps above. The steps in this study: (1) gathering information and data, (2) analyzing data, (3) developing the lesson plan and (4) validating by experts (Siahaan, M., 2019. p. 14).

1.10.2 Sources and Types of Data

The source of data are from video material from YouTube. The researcher used a sample of the video that already from YouTube. In addition, this theoretical basis is also useful for providing an overview of the research background and as a material for discussing research results. And, Types of Data is Secondary data. Secondary data refers to used information. It was not originally collected and obtained from published or unpublished sources. In order to an answers the research questions, this study conducted a critical literature review by conductiong library research. To trace the data sources, this research was conducted by reading books or journals and other data sources to collect data from the literature. Various sources (journals) of information about TELL were used to collect this data (use of learning media). A literature search was conducted to find out how the data were collected (Nashruddin and Mustaqimah, 2020, p. 85). There are many sources of data in this study, including books, journal articles and wevsites related to literature review

Table 1.1 Resources and Web Address

Resources	Web Addres
Google	https://www.google.com/?hl=id
Google scholar	https://scholar.google.com/
Database of International Electronic Source	https://www.researchgate.net/
Research Gate	
Library Genesis	https://libgen.is/ https://eric.ed.gov/
ERIC	

1.10.3 Techniques of Data Collection and Instrument

This study's methodology, data collection methods, and istrument are all documented.the documention techniques is used to gather data from published sources on the topic under investigation. A wide range of sources were used to compile the data. To answer the research question, all of the data was compiled into a single document following the collection process.

Gathering techniques and intrument process, inclusion focuses on the journal's content, while exclusion focuses on things that are out in the journal's content (Nashruddin and mustaqimah, 2020, p. 85). Thus, the criteria of inclusion and exclusion presented in table 1.3

Table 1.3 Inclusion and Exclusion

Inclusion	Exclusion
1. Book,journals	1. book and jurnal published pre-2000
2. Published between 2001-2002	2. Not index inationally (IPI SINTA) or internationaly (Scopus)
3. Learning Media	3.Reseacrh articel which do not involve media, learning video, speaking english, Agreement and Disagreement Expression, Junior highschool.
4. Learning Video	
5. Speaking english	
6. Agreement and Disagreement Expression	
7. Junior highschool	

SCOPUS and google scholar journal indexes must be taken into account when deciding on inclusion and exclusion criteria. Using DOI or ISSN, you can find out where a journal is published by looking at its citations (Nashruddin & Mustaqimaha, 2020, p. 87). The article to which a DOI is asssigned is known as the digital object ientified by that identifier. The international standard serial number (ISSN) is also known as the journal's ISSN.

1.10.4 Data Analysis techniques

This study relies on a critical literature review of the data analysis methods used. A systematic review design is used in the critical literature review method. When conducting a critical literature review, there are four stages, the firsh of which is deciding on a review topic and developing a research question. To begin, the researcher must identify the research topic, then focus it down by narrowing its scope. In the second step, select, analyze, and make notes about sources. Researchers must organize a reading list during the various stages of sources. Research must organize a reading list the various stages of literature analysis. The final step is to analyze and evaluate and literatiure. While synthesizing,

reseacrher combine all of their finding into logical points i order to form an argument, explanation, or conclusion, finally, putting it all together is the final step. A through and well-researched literature review should involves all stages of the process. This study concludes with a review of the text to ensure that all of the arguments are consistent.

In order to answer the first question, the researcher read the literacy review in stages. Researchers used journals, e-book on media, learning video, speaking english, agreement and disagreement expression to collect data. After the researcher collected the data sources from reading the literature, the researcher formulated research question. Research question are determined,and the data or information obtained from the literature study is then collected by the researcher. It is also important to choose the research methods, design and instrument to obtain relieable data. Once the data is collected, conducting a literayture review analysis with is the next step. After that collect data from literature analysis and determine the appropriate principles/characteristic to be used as the basis for compling the development of learning media.

In order to answer the second research question, the researcher first determines the product concept to be developed. Then, the researcher determines the theme and animation that will be used to make the video. Then

the researcher used the kinemaster application feature settings to edit the learning video. Finally, the researcher will conduct an assessment and product.**1.10.5. Reseach Timeline**

Table 1. 4 Resrach Timeline

N O	ACTIVITIES	JANUARY	FEBRUARY TO JULY	AUGUST	SEPTEMBER	OKTOBER	NOVEMBER	DESEMBER
1	Research proposal							
2	Revision of research proposal							
3	Planning there view to select keyword and data (e.g. journal, books)							

No	Activity						
4	Conducting review			▨			
5	Grouping the result of review			▨			
6	Conducting the data				▨		
7.	Finalisation of the research					▨	