

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research question, objective of the study, hypothesis, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of Study

According to Wahyuni (2016), speaking is the ability to speak fluently and encompasses not only features of language but also the ability to process information. She also makes it clear that spoken language used courageously with a few unnatural pauses is called fluency. Furthermore, Harmer (2007) also argues that speaking is a spontaneous action in real time. When people speak, they say the words at the time, and the people they talk to respond immediately. We can conclude that speaking is a process of making certain words understood and giving them a clear meaning.

Teaching speaking skills in English as a foreign language needs good treatments to give good results for the learners (Setiawan, Suhartono, & Munir, 2019). Additionally, it has been stated that the teacher's technique of teaching plays important role in any kind of learning especially learning a foreign language (Mahmoudi, 2015). One of the most important things that a teacher needs to have is creativity to be a good performing teacher and to help the learners easily understand the given material in the classroom (Sawyer, 2004). On the other sides, the teachers do not have good treatment in teaching speaking, which will influence the bad result in the speaking performance of the learners. In this case, teachers will always be challenged to create a good treatment in teaching

speaking. Creativity is vital in creating good treatment because creative thinking and ideas are required when the teachers can solve a problem or event from a new perspective outside of the usual (Setiawan, Munir, & Suhartono, 2019).

The first trouble in coaching English comes from the technique that usually specializes in memorizing vocabulary, answering grammatical tasks, and analyzing memories or conversations that can not deliver an awful lot time for the newbies to exercise and speak. Another trouble is to discover the technique that motivates the newbies to talk their thoughts without being fearful or shy. Gudu (2015) provides the motives for low speaking abilities which come from a loss of emphasis on speaking abilities within the curriculum as it isn't examined on countrywide examinations, the teacher's constrained proficiency, the circumstance of the school room which isn't supportive, and the constrained possibilities out of doors the school room to exercise. However, gaining knowledge of English for round ten years must have delivered the newbies to a sophisticated level. If they usually have issues in a simple and important ability specifically speaking abilities after spending round ten years of gaining knowledge of, then the gaining knowledge of is taken into consideration to be unsuccessful (Cahyono & Widiati 2006, cited in Mahruf, 2019).

Multimedia is very important to teacher to help students in understanding English as a foreign language. Even though there are many kinds of Multimedia which can be used by the teacher in English teaching learning, the teacher should be selective on choosing them. The role of the teacher is very important in motivating the students' interest in English teaching learning process and also in maintaining the relationship between the teacher and students.

The teacher needs to provide some media in the process of teaching and learning. Especially in speaking, the media play a very important role in teaching and learning English. In the teaching-learning process, the teacher must be able to select and use effective and appropriate media. An animation video is one of the media that is proposed. Using animated video in teaching English is one of the best ways to provide students with additional ways to process subject information specially to support teaching speaking so that students improve their ability to speak.

Animation video has an important function that the teacher can use in the teaching-learning process. It is supported by a statement from Naci (2011) that using animation video is an easy way to integrate computers into a foreign language classroom. Since this kind of media provides students with learning via multi-sensory channels, it is thought that the language learning process can be more fruitful and encouraging for students. Based on Collin and Rayen cited by Naci, affirmed that “The advent of the high powered multimedia kept the learner close to authentic situations where learning simultaneously involved listening, seeing, reflecting, doing and participating”. Unlike the traditional method of teaching, employing animation video in classrooms aids students in understanding since they appeal to both visual and audial memory.

There are two researchers who investigate about animation video as a strategy in teaching English. Farizawati (2017). Her research aimed to find that if the application of animation video will give better result on students speaking ability. And the result showed that animation video as media helpful in teaching and learning process and made the students motivated and actively involved in

speaking activity. The second study is conducted by Sari (2014). She showed that using videos in the teaching and learning of speaking was proved to improve the student's speaking ability. However, they only focus on the implementation and the effectiveness of animation video to improve students vocabulary mastery. Therefore, the researcher concluded that the students are expected to learn to speak by using media especially animation video. Hopefully, through English animation video the ability of the students in speaking can be improved. In this research, the researcher conducted research entitles: "**THE EFFECTIVENESS OF ANIMATED VIDEO ON STUDENTS' SPEAKING ABILITY AT SMA QUEEN AL FALAH**".

B. Research Question

Based on the background above, the problem statement can be formulated as follow. Is the use of animated video effective in teaching speaking ability at SMA Queen Al Falah?

C. Objective of the Study

Based on this question set above, the researcher stated the specific objectives of this research is to find out the effectiveness of the animation video in teaching speaking ability at the Tenth Grade of SMA Queen Al Falah.

D. Hypothesis

Based on the research the writer develops the hypothesis to make the purpose of this study clear. The hypotheses are:

1. Null Hypothesis (Ho) = There is no significant difference on speaking ability between students who are taught by using Animation Video and students who are taught by using Flashcard.

2. The alternative hypothesis (Ha) = There is significant difference on speaking ability between students who are taught by using Animation video and students who are taught by using Flashcard.

E. The Scope and Limitation of the Study

According to the problems identified above, the scope of this research is to examine the effectiveness of animated video to teach speaking. This is limited to the tenth-grade students of SMA Queen Al Falah. Then, this research would focus on recount text. The experimental class is class X 1 and the control class is class X 2.

F. Significances of the Research

The result of this research was expected to give contributions which are follows:

1. For the teacher

To give information for the English teacher about how to increase students' ability in speaking class activity through animation video media.

2. For the students

To give motivation for the students that they can improve their speaking by using animation video.

3. For other researchers

This research is expected to provide information, models, or references that are to be developed for further research. Researcher hopes that other researchers will evaluate, revise, reconstruct, and modify this study and write further studies for other levels and objectives.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation about the topic of the research, the writer must define the following terms:

1. Speaking

Speaking is the act of communicating orally. We use various parts of our body, such as the lungs, vocal tract, vocal cords, tongue, teeth and lips, to produce sound when we speak.

2. Teaching Speaking

Teaching speaking involves teaching students the sounds and voice patterns of English, the use of word and sentence stress, the intonation patterns and rhythms of the second language, the use of appropriate words and phrases according to the social setting, audience, situation and choice of topic. , organizes his thoughts in a meaningful and logical order, uses language as a means of expressing values and opinions, uses language quickly and confidently with few unnatural pauses, which is called psychology.

3. Animated video

Animated video is a collection of images that are processed in such a way as to produce movement. Animation creates the illusion of movement by showing or displaying a sequence of images that change gradually (progressively) at high speed. It is used to illustrate the movement of an object allowing a fixed or static object to move and appear as if it were alive. In this study, the researcher made an animated video which refers to the use of a cartoon video about recount text as one of the selected animated videos.

4. Flashcard

Flashcards are playing cards on which phrases and/or images are published or drawn. Flashcards are beneficial to assist the instructor within the English studying process. The instructor is less complicated to give an explanation for of fabric and supply instance clearly. Because the scholars can see a photo that suitable with the subject so the scholars are less complicated to acquire the rationale of instructor. In coaching studying activity, it's miles essential to apply media to inspire the pupil to learn. flashcards are easy however very powerful examine tool. They are coaching aids which are composed small portions of paper.