

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Articulation serves as the fundamental essence of discourse. It serves as a mechanism for generating and acquiring knowledge across various languages (Brown, 2001). Moreover, it holds significant importance in the realm of communication, as it is employed by individuals in nearly every instance to engage with one another. It aligns with Richard's (2008) assertion that the functions and objectives of speaking are both transactional and interactional. Furthermore, Gert and Hans (2008) elucidate that speaking constitutes the act of generating verbal language to convey thoughts, intentions, or meanings.

It involves a speaker who encodes a message with the intention of being understood, and a listener who decodes the message to interpret the speaker's intended meaning. Effective communication depends not only on the words used but also on the shared understanding between speaker and listener (Cutting, 2002). Thus, speaking is a purposeful activity aimed at making one's intentions recognizable to others.

There are many factors that cause students to be reluctant to speak. The students do not have confidence to speak because they do not know what to say. Some might say that they are lack of words to say in conversation or the topic of

the conversation is not interesting (Wallace et al.,2010). The capacity for fluent speech entails not merely an understanding of linguistic characteristics, but also the capability to process information and language in real-time (Harmer, 2001). Articulation is essential for the transmission of messages, information, opinions, and even emotions in the course of everyday existence. Therefore, it is essential for students to possess strong speaking skills in order to fulfill the goal of mastering the English language. The significance of verbal communication is articulated in that it facilitates the maintenance of social relationships. Furthermore, Harmer (2001) elucidates that the act of speaking empowers individuals to articulate emotions, express desires, share sentiments, and convey curiosity.

Oral communication constitutes one of the four essential competencies in English that students are required to master. Instructing students in the English language within Indonesian junior high schools presents a considerable challenge. English is a language that students typically do not engage with in their everyday interactions. It is essential to examine the various linguistic competencies, including pronunciation, vocabulary, and grammar, to achieve fluency in English.

Based on the researcher interview with one of the English teachers at SMPN 1 Kandangan, English is taught with an emphasis on speaking, aligning with Permendikbud (2018), which highlights speaking skills in various text types as a core competency for second-grade students, with a KKM of 75 (Sumardi, 2012). Unexpectedly, most of students had not passed the passing grade. Hence, students faced difficulties in speaking, many students lack sufficient vocabulary and confidence, which are essential for effective spoken communication. Studies also

show that limited exposure to real-life speaking practice and an overemphasis on written grammar in class can contribute to students' struggle with speaking fluently and accurately (Putri & Hidayat , 2019).

In light of the aforementioned challenges, a viable solution may be found in the implementation of a suitable pedagogical approach, such as the incorporation of animated videos in speaking classes. Video can enhance the learning experience in speaking for students. Students can discern various elements when viewing videos, including tones, intonations, pronunciations, settings, actions, emotions, movements, and more. Furthermore, videos serve as a significant catalyst for language production and training by presenting comprehensible input through diverse multimodal resources, thereby assisting students in processing and retaining language (Mayer, 2001).

The incorporation of videos in educational settings presents numerous advantages, notably enhancing the engagement level of lessons. Videos may incorporate animations, referred to as animated videos, to elucidate concepts with greater efficacy. Animation constitutes a dynamic mode of representation that illustrates processes undergoing transformation over time. As noted by Heinich et al. (2002), animation represents a method through which filmmakers impart movement to inanimate objects. As noted by Ainsworth (2008), a significant factor contributing to the widespread presence of animations is the prevailing belief that they facilitate a clearer comprehension of intricate concepts for learners. It is evident that animations serve a valuable purpose in the realm of education.

Researchers are examining the use of animated videos as a pedagogical strategy for teaching English. In her 2017 research, Farizawati sought to demonstrate that the use of animation videos would yield superior outcomes in the speaking abilities of students. The findings indicated that the use of animation videos as a medium significantly enhances the teaching and learning process, fostering student motivation and active participation in speaking activities. The second study, conducted by Sari (2014), demonstrated that the incorporation of videos in the teaching and learning of speaking significantly enhanced students' speaking abilities. Nevertheless, their attention is solely directed towards the execution and efficacy of animated videos in enhancing students' vocabulary proficiency. The third study, carried out by Hardianti in 2020, sought to investigate the presence of a significant difference in students' speaking skills prior to and following instruction through the use of animated videos. The results indicated a notable enhancement in students' speaking skills following the introduction of animated video as an instructional tool. The enhancement was clearly observable through the analysis of the pre-test and post-test outcomes. The findings suggest that the incorporation of animated video markedly enhanced students' speaking performance. Consequently, the researcher deduced that students are anticipated to acquire speaking skills through the utilization of media, particularly animated videos. It is anticipated that the utilization of English animated videos will enhance the students' speaking abilities.

B. Research Problem

Regarding of background of the study above, the problem is formulated as follow:

Is animated video effective in teaching speaking at the eight grade students?

C. Objective of the Study

In line with the research problem, the objective of the study is to investigate whether animated video is effective at eight students.

D. Hypothesis

In relation with the background of study, statement of the research problem and the objective of the study, the researcher can take the hypothesis:

1. H_0 = There is no significant difference on speaking ability between students who are taught by using animated video and students who are taught by using printed picture.
2. H_a = There is significant difference on speaking ability between students who are taught by using animated video and students who are taught by using printed picture.

E. Scope and Limitation of the Study

Based on the identification of the problem, the researcher needed to limit the focus of the study specifically emphasized students' ability to speak in the context of recount text at junior high school level for the eight grade atudents in classes VIII D and VIII E at SMPN 1 Kandangan. Then, researcher used animated video and printed picture.

F. Significance of the Study

The findings of this research will hopefully give some contributions to these following parties:

1. For English Teacher

This finding of study is expected to give a contribution to the English teachers how to improve teaching speaking for students' ability using animated video as a media.

2. For Student

This study is expected to enhance students' ability to improve their English speaking skills by providing effective strategies and practical activities that support language development in a learning environment.

3. Future Research

For other researchers, the findings of this research are expected to give useful information about using animated videos in teaching and learning English. Future research can look at different types of animated videos, such as stories or conversations, and how they help improve other English skills like listening, reading, or writing using recount text. Researchers can also compare animated videos with other teaching media to see which one works best.

4. The Researcher

This study is expected to give some knowledge to the researcher especially to enhance knowledge toward teaching process especially in teaching speaking.

anxiety, and speak more confidently in English, despite possible challenges like limited vocabulary or nervousness.

G. Definition of Key Terms

In order to avoid misunderstanding about the topic of the research, the researcher need to define the following terms:

1. Speaking Skill

Speaking is the ability to express ideas clearly and effectively through spoken English. In this study, it refers to the eighth-grade students' ability at SMPN 1 Kandangan to speak English fluently and accurately, focusing on pronunciation, vocabulary, grammar, and communication.

2. Teaching Speaking

Teaching speaking involves guiding students to express their thoughts in English clearly and confidently. This research focuses on using animated videos as a method to improve speaking skills. Studies (Kurniati, 2016; Nuryanti, 2016) show that animated videos enhance students' pronunciation, vocabulary, and engagement in speaking activities.

3. Animated Video

Animated videos use moving images (such as cartoons) to present content in an engaging and easy to understand way. In this study, animated videos refer to cartoon style media used to help eighth-grade students at SMPN 1 Kandangan improve their English speaking skills by making learning more fun and effective.

4. Printed Picture

Printed pictures are visual tools used to support speaking practice by encouraging students to describe, imagine, and communicate based on images. In this research, they help students organize their thoughts, reduce