CHAPTER I

INTRODUCTION

This chapter consists of Background of the Research, Reason for Choosing the topic, Research Question, Objective of the Research, Hypothesis, Limitation of the Research, Significance of the Research, Definition of the Key Terms, and The Organization of the Report.

1.1 Background of the Research

Human being is a knowledge creatures. The knowledge helps people in increasing their potentials. These potential are addressed to language that is used as a tool of communication. Language is an emotionally arbitrary sound that produced and acquired by people since they were a child until the end of their life to express something in oral behaviour communcation or written communication. As Ormrod (2008) mentions that behaviourists often define language as a learned behaviour involving a stimulus and a response.

Learning a language is not as simple as turning a hand upside down. Leaners have to love the language they learn and the important purpose of mastering the target language to make them easier in learning it. According to Spolsky (2004), as an individual moves from one level to another, or as globalization opens up and expands the scope of the relevant linguistic system, so some languages become more valuable than the others. For instance, in this globalization era English and Mandarin are more valuable then the other languages because they are used in international business communication.

Another background of learners learn a new language is the reason of the learners learn it. Cooper and Carpenter cited in Spring (2005) reveal that the language of transaction between buyer and seller is governed by the pragmatic effort of the seller to learn the buyer's language. In this case, the learner must learn international language like English to face international free trade like MEA. In this case, they also learn about its culture, dialect, and other aspects that support them in learning a language.

Nowadays, many people use English to speak international communication. Eventhough, it has already been used in international communication, many Indonesian students are still difficult to learn it. Baker and Westrup (2003) argue that there are many reasons why students find difficulties in learning English such as culture differences, personal differences, lack of confidence, and they do not have enough time for practicing speaking in the target language.

As English learners, in this case, they have to master four skills of language learning, they are listening, speaking, reading and writing. Genc (2007) says that when people learn a language, there are four skills that they need in order to complete their communication. Speaking is one the difficult skills beside writing because both of them are productive skill. As what Richards and Renandya (2002) mention that speaking is one of the difficult skill because the effectiveness of oral communication requires the ability to use the language appropriately in social interaction.

Dealing with the difficulties in mastering speaking, the researcher wants to help the eleventh grade students by using a modern technology as a hook in teaching English. It helps them solving actual problems rather than learning passively by simply internalising knowledge. It transforms the nature of cognition into understanding as doing and solving problems (Bélisle, 2007). The issue about modern technology is undeniable. Many children in our neighbourhood use some electronic devices, androids, tablets, laptops, which they carry out everytime. It helps in every sector of their life, such us medical, farm, and education. Gaible and Burns (2005) discuss that a range benefits of modern technology including internet can help a teacher to develop.

As good English teachers, it is a must for them to help students. In order to create superior students, the teachers have to master Information and Communication Technology (ICT) skill. Lee (2000) and Warschauer (2004) state that technology can enhance language learning by motivating learners, stimulating teacher-students and student-student interaction, increasing the range of learning resources and individualising instruction. It helps learners and teachers develop their ICT skill (Gaible & Burns, 2005). One implementation of ICT skills that should be applied by the teachers is by using a movie as a media in their teaching. A movie always works to attract attention not only young learners but also adult. The movie that the researcher used is a selective movie because not all movies can build a positive response in teaching speaking.

In conclusion, based on the reasons above the reseracher wants to reveal a research about using animation movie to improve students' speaking ability in

recount text. The researcher chose animation movie which is implemented to the students of eleventh grades as one of dozen of media in teaching speaking for students. This research wants to build up the students' interest to speak freely without considering right or wrong. They can imitate the pronounciation of the movie which can help them to speak correctly. The more it gives, the more it gets, the more the students imitate it, the more they can improve their speaking skill.

1.2 Reason for Choosing the Topic

Teaching English speaking in eleventh grade students is very difficult. English always boring when the teacher uses a monotonous method or media in order to overcome it, the teacher has to prepare a strength insight to handle the class to pay attention to him. The researcher tried to enhance the monotonous media like whiteboard, picture, and other media into a modern technology in teaching recount text which can help them enjoying speaking class. Thus the researcher decides to choose a title "The Use of Animation Movie to Improve Students' Speaking Ability in Recount Text"

1.3 Research Question

Based on the background of the research, the researcher formulates a research question into "Does the use of Animation Movie as a media improve the students' speaking ability in recount text?"

1.4 Objective of the Research

Based on the problems above, therefore, the objective of the study is to find out whether or not the use of animation movie improve the students' speaking ability in recount text.

1.5 Hypothesis

According to Borg & Gall in Arikunto (2010), there are two hypotheses on a research, they are alternative hypothesis and null hypothesis. Alternative hypothesis (Ha) shows a correlation between variables or a differences between two groups. While, null hypothesis commonly known as statistical hypothesis, because this hypothesis usually uses on statistical research. Null hypothesis (Ho) shows that there is no differences between variables.

The hypothesis of this research are:

- Ha : There is a significant difference in the post – test mean score between the use of animation movie to teach speaking in recount text and without the use of it.

- Ho : There is no significant difference in the post – test mean score between the use of animation movie to teach speaking in recount text and without the use of it.

1.6 Limitation of the Research

There are some limitation of this research as follows:

1. This research used animation movie as the teaching media.

2. This research focused skill is only on speaking.

3. This research focused genre was on recount text.

4. This research used only two classes from nine classes. They are *MIPA* X-1 and *MIPA* X-3.

1.7 Significance of the Research

The researcher expects that this research gives contributions to the teachers, students, and readers. The explanation are as follows :

1. Pedagogical Significance

Hopefully, this research can lead the students in improving their speaking ability. The output of research is expected to show them that there is a way to learn English speaking easily also to provide a method for a teacher who are still confuse in teaching speaking of Recount text.

2. Practical Significance

a. The Teacher

This research is adopted modern technology as media which has a purpose to create a new method in teaching English speaking of recount text

b. Students

Based on the tittle of the research, the students are forced to be curious by the movie, imitate it, and understand the meaning in their own perspective.

c. The researcher

The researcher wants to be a beneficent teacher. After doing the research, the researcher wants to increase his knowledge and experience in teaching English of recount text

d. The next researcher

    The researcher hopes that this reasearch can help the next reseacher in providing and developing new ideas in teaching English speaking in recount text.

1.8 Definition of the Key Terms

Definition of key terms are very important. In order to avoid misinterpretation in understanding the topic, the key terms of this reasearch are described as follows :

1. Animation Movie

    Movie is a media of communication, the content including human experiences, history and cultures. While animation designates any style of illustrated image seen in rapid succession to give the impression of movement. It is also known as cartoon that often used in reference to television programs and short films for children including animals, superheroes in related genres (Pandit, 2012).

2. Recount Text

    According to Hyland (2004), recount is a genre that purposed to retell personal experience in the past. It is used to inform or entertain. It is usually appear in the form of personal letter, incident or vocation report, and insurace claims. Recount is a report of real live experience to show memories of the doer in sequence of event with simple words.

3. Speaking

Bailey (2005) mention that speaking is an interactive process of constructing meaning which consists of three main steps producing, receiving and processing information. It is in line with Chaney's idea (1998) that speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.

1.9 The Organization of The Report

This study is divided into five chapters.

Chapter I is Introduction which contains Background of the Research, Reason for choosing the topic, Research Question, Objective of the Research, Hypothesis, Limitation of the Research, Significance of the Research, Definition of the Key Terms, The Organization of the Report..

Chapter II is review of related literature which contains of Media, Movie, General Concept of Speaking, Teaching Speaking Recount Text, and Review of Preview Related Studies.

Chapter III presents Method of the Research. It consists of Research Design, Variables of the Research, Subject of the Research, Instrument of the Research, Validity and Reliability, Procedure of the Research, and Technique of Data Analysis.

Chapter IV presents Profil of the School, Description of the Participants, Analysis of the Result, and Research Finding.

Chapter V presents Conclusion and Suggestion.