

CHAPTER I

INTRODUCTION

A. Research Background

English has become the most essential language in the world. Almost all people from many different countries around the world use it to communicate. Consequently English is now an international language. English language is also essential in the field of education. In many countries, children are taught and encouraged to learn English.

According to Nababan (1993), the objective of teaching and learning English is to develop the four language skills, namely speaking, listening, reading and writing. In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. David (2003) argues that the speaking skill is measured in terms of the ability to carry out a conversation in the language. Speaking is an action, a process and a skill of someone to communicate to other people for sharing information. This reality makes teachers and parents think that their students and children should master speaking skill.

To be able to speak, students should master the elements of speaking, including vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students have got certain amount of vocabularies and mastered the grammatical structure, but they still have difficulty in speaking. This problem also appears to the

eighth graders' of SMP Negeri 20 Jakarta. These difficulties occurred when they spoke in English. In addition to their limitation in the component of speaking, they also sometimes felt anxious to speak English in public, they felt afraid that they would make a mistake when while trying to express what they want to say, as a result they always feel fear to speak and unmotivated, and these affect their speaking skill. Moreover, learners nowadays have lack motivation for learning in conventional way. It is the main reason why English teacher keep searching for teaching resources in order to motivate students. For students who learn English as their second language, they use English more frequent only inside the class and less frequent outside the class. It means that students have limited time to speak English in the class.

Students' speaking problem can be solved by giving a lot of chance to them for practicing English either in the classroom or out of classroom. Teaching English for learners in the classroom will help the students to be more concentrating and learning speaking naturally. In teaching speaking, an English teacher has to be a facilitator to students. He or she must try to give good model in teaching speaking. In this case, an English teacher can use any kinds of media to teach speaking in order to make students' speaking skill can be improved and the process of learning can be enjoyable.

According to Bakri (2011), media is plural form of medium, which derives from Latin word *medius* that has meaning "middle". In Bahasa, medium means "between or interval". The meaning of media aimed at something that delivers information (massage) between message sender and receiver. Media will offer different situations in teaching and learning process by increasing students' interest of the lesson. Both

teachers and students can use media. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together. Therefore, a teacher has to know the appropriate media for his or her students. One of media can be used in teaching speaking is English movie.

English movie is a kind of media that the researcher believes will make students interest, because most of teenagers like to watch movie. Some factors that create positive learning environment are the plot, actors or actresses, and the dialogue as well. All of these will influence them during learning in the class and they will not feel bored. Also watching English movies help the students learn English phrases can be used in real life situations, improve vocabulary, catch authentic language, learn sentence patterns and become familiar with the different accents of native speakers, opportunities to listen to correct pronunciation and intonation patterns.

During learning activity, teacher guides and corrects the students' errors, so the result of teaching and learning activity by using English movie as media will succeed. There are audio, visual, and audio-visual, and it is helps teachers to teach the leaners in the classroom. According to Finicchiario (2013), movie is included in audio-visual media. English movie is also media which showing the audio and video. In addition, audio-visual media helps students easy achieve the concept of material learning. Some researcher was did the research about using English movie to enrich students' speaking skill.

Many studies related to the implementation of English movies to help students in developing their speaking skill have been conducted. Kalean (2013) study at the English Teaching Study Program Faculty of Education and Teachers Training, Islamic University of Malang revealed that the students' speaking achievement increased significantly. The mean score increased from 60.32 up to 70.81, this mean score indicated that the research reached the criteria of success. And the strategy-using movie as media helped the students in improving their speaking skill. So, the researcher can briefly concluded that the research was successful. Wediyantoro (2010) study entitled *Using 3-D Animation Movies as Media to Improve the Speaking Ability of the Students at YASPA English Training (YET) Course, Trenggalek*. Malang: Faculty of Letters State University of Malang. Before the implementation of the action, most of the students scored below the minimum passing grade (*KKM*) for speaking test. Among 35 students, there were only fifteen students or 42.86 % of the total students got ≥ 76 . In terms of score, in Cycle one the percentage of the students who got ≥ 76 increased. Collaborator one recorded that there were 60% of the total students (twenty one out of thirty five students) passed while Collaborator two noted that 14.57% of the total students (twenty out of thirty five students) passed.

Compared to the preliminary study and Cycle one, the data indicated that the students also performed better in terms of score. Collaborator 1 noted that 77.14 % of the total students (27 out of 35 students) passed the minimum passing grade (*KKM*) and the record of Collaborator 2 indicated the same progress; there were 82.87 % of the total students (29 out of 35 students) passed. Seeing the results of the action in cycle

two, it can be seen that the students' scores for the assessment surpassed the criteria of success. In other words, it indicated that animation movies can be used as teaching media to improve the students' ability in speaking, particularly in expressing ideas and feelings in English, therefore, the action could be stopped. Apriliani (2013) study entitled *The use of role-play to improve speaking skill of XF class of SMK PGRI 2 Salatiga in the academic year 2012/2013*, Salatiga: State Institute of Islamic Study (STAIN). In the first cycle, the mean of oral test is 68,6; then in the cycle two 68,3; and in the cycle three 72,7 and 77. The percentage of speaking ability ranging from the lowest to the highest is 22,9% (Fair), 34,3% (Good), 37,14% (Very Good), and 2,9 % (Excellent). From the result of oral test and the percentage of speaking ability, the writer concludes that generally students speaking skill improves by using role-play method.

Based on the discussions on the problem background and the previous studies above, the researcher was interested to investigate whether the use of English movies can effectively develop the students' speaking skill at SMP Negeri 20 Jakarta. The previous studies had shown it is effective to use for students in senior high school and university levels. Is it also effective to use for junior high school students? To answer this question, the researcher decided to carry out this study.

B. Research Problem

According to the background of the study, the researcher wants to know whether using English movie as media in teaching English can develop students'

speaking skill. The problem statements as follow: “Is there any significant effect of using English movies to the eighth graders’ speaking development at SMP Negeri 20 Jakarta?”

C. Research Objectives

Based on the research question previously, this study will be conducted to find out whether English movies is effective in developing the eighth graders’ speaking skill at SMP Negeri 20 Jakarta.

D. Research Significances

This study will hopefully be beneficial to the learners, teachers and other researchers. The writer of this study hopes that watching English movies can be applied as a media for teaching speaking method, which motivates the students to speak, and faced the problem when they speak English. The writer also hoped that this research can be good examples for the teacher to encourage, develop, and motivate their students to speak in English fluently. Moreover, the result of the study is hoped to be beneficial references for other related researchers.

E. Research Scope

Due to the time limitation the researcher had to conduct this study, the population in this study were limited to the eighth graders’ of SMP Negeri 20 Jakarta only of even semester in 2017/2018 academic years. The participants were divided into