

CHAPTER I

INTRODUCTION

A. Background

Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarreling, and of course speaking to ourselves. Speaking moreover is one of our most complex cognitive, linguistic, and motor skills. (Levitt, 1989). It means that speaking is one of the most important skills to be taught and learned. Moreover, nowadays the ability of speaking is essential in all aspects of our lives. People communicate with each other to express their ideas, feelings, thoughts, etc.

According to Richard (2008) viewing from its usage, the function of speaking can be categorized in three versions; talk as interaction, talk as a transaction, and talk as performance. Each of the three speech kinds is distinct in terms and function, it also needs a different teaching approach. Talk as interaction means speaking is used as a tool for people to make a connection to other people that refer to the primary serves that purpose of social interaction. However, talk as a transaction refers to an interaction that focuses on getting something finished rather than maintaining social interaction. Talk as performance is an ability that tends to be in the form of monolog rather than dialog.

In English, speaking includes the four important skills that must be mastered besides reading, listening and writing. Azad (2015) stated that Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. This is in line with Hossain (2015), who stated that Speaking and writing skills are crucial as they allow students to practice real-life activities in the classroom. These two skills could be used as a 'barometer' to check how much the learners have learned. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command of speaking skills develops a real sense of progress among learners and boosts their confidence. Moreover, Norhendriady (2017) explained that in curriculum 2013 speaking skill is include in core competency of English subject, which is compiling oral and written interpersonal and transactional interaction texts that involves a certain action. That goal was explained that learning speaking at school is to express meaning orally in simple terms to expressing ideas, feelings or opinions.

The role of speaking English is essential, especially for students. Students have to be able to speak and communicate both inside and outside the classroom. The ability to speak English also becomes a duty that should be mastered by a student.

But the reality is not expected. Students still have difficulty catching up on the spoken performance. Students still have not been able to express their feelings and ideas on speaking. Moreover, based on the researcher's experience when doing some teaching practice at SMA N 1 Ternate, the researcher felt that there were several differences in the ability to speak English at X grade students. Therefore, the researcher becomes curious and interested in observing more about students' speaking skill in SMA N 1 Ternate.

In the other hand, the researcher believe that to inspire and encourage students in speaking English, a lot of aspects could be used to influence students' speaking skills, one of them is Media. According to Finicchiaro in Rafikadilla (2013), there are several types of media in the teaching process, namely audio, visual and audiovisual. Additionally, Jennah (2009) explains that Audio media is media that could convey information using sound, for example, radio or tape recorder. On the other hand, visual media is media that convey information using pictures, such as illustrations, posters, and charts. Meanwhile, audiovisual media is a three-dimensional media that conveys information through sound that can be heard as well as images that can be seen. Thus, Video is included in audiovisual media since it becomes a media that shows both audio and visual aspects. According to Purnaningsih (2017) videos could present information, describe processes, teaching skills, and even influence attitude. Video could be a great medium to teach students' speaking skill in various ways,

such as retelling skills from the video that is being shown or even just expressing students' opinions and ideas about the video.

From the background, it could be concluded that speaking is a skill for students to be able to express their feelings, thoughts, suggestions, or experiences in their real-life activities. This skill also could be a benchmark to check students' ability in speaking English. Therefore, this research focuses on the skill of students in speaking English utilizing audiovisual media: video in the form of a short movie.

B. Scope of the Research

The Researcher focused on the problems and attained the research objective accurately. The research limits the scope of the research to students' speaking performance with the aspects of speaking that being assess, namely, grammar, vocabulary, comprehension, fluency and pronunciation. Concerning the scope that researcher has, the researcher will not talk about the things that increase students' speaking skills but the researcher will focus on exploring from the other aspect which is how students' speaking performance utilizes short animated movie.

C. Statement of The Problem

Based on the background above, the researcher formulates a research question as follows; how students' speaking skill utilizing short movie at tenth grade students of SMA Negeri 1 Ternate?

D. Objective of The Research

Corresponding to the statement of the problem, the researcher's objective is aimed at exploring students' speaking skill utilizing short movie through the speaking score at 10th grade students of SMA Negeri 1 ternate.

E. Significance of The Research

This study is expected to be beneficial for:

1.1 Theoretical Significance

The results of this study are expected to contribute to science, insight, and the world of education which can be used as reference material for similar research in the future and information material for further research.

1.2 Practical significance:

a. For Researcher

This research can be used as a vehicle for training to write scientific papers.

b. For the students

The results of this research are expected to provide input for students, which is important to improve the ability of students in speaking English. Moreover, this process of the research will indirectly improve students' speaking skills through retelling the story of the short movie.

c. For the teachers

The results of this research are expected to be input in helping the teacher to more easily get to know students' speaking skill by their performance.

d. Other researchers

The result of this research is expected to give additional information for other researchers, who want to conduct further research on the related field.