

# CHAPTER I

## INTRODUCTION

This chapter provides background of the study, statements of the study, aims of the study, scope of the study, significant of the study, research method, and organization of paper.

### 1.1 Background of the Study

According to Indonesian curriculum for senior high school students, one of four skill aspects that have to be mastered is speaking. Nevertheless, speaking skills seem to be a difficult skill to be mastered. A study that was conducted by Aisah regarding speaking skills improvement shows some problems in speaking are encountered by student in a university. Based on questionnaires and observation of 12 students, it was found that they faced some problems in speaking, such as poor grammatical mastery (93%), lack of vocabulary (83%), being scared of speaking in class and making mistake (58%), poor pronunciation (42%), lack of motivation (33%), and being shy to speak (25%) (Aisah, 2010). In addition, another factor is lack of confidence. It shows that 84% of male and 81% of female university students had difficulties in speaking (Muamaroh, 2010), another study shows some speaking problems that are encountered by senior high school students in Malang. The problems are lack of support, lack of motivation, and peer pressure. The problems include poor vocabulary, incorrect grammatical

rules, poor pronunciations, lack of confident in speaking English, and better using Indonesian response than English (Yuli, 2007).

People naturally get the speaking ability from the basic till advanced level in their mother tongue. However, these stages have to begin in cycle in learning a foreign language. It is considered that speaking ability becomes complex as it includes command of certain skills and different types of knowledge (Thornbury, 2006).

In teaching and learning activities, students need to be supported by relevant things to improve the students' capability in achieving the objectives of the learning. Media can make the materials more understandable. Media can also help create more interesting learning activities, and encourage teachers' creativity in providing the various methods in their teaching and learning activity (Megawati, 2010).

Media as supporting tools in teaching and learning process can make the materials clearer, give more varied teaching techniques and make learning more interesting. One of the media that can be used is films. Films as multimedia can be used in learning English, especially when it comes to speaking class. There are some benefits of watching various English movies for learning (Fathiyaturrizqi, 2010; Mulya, 2008; Suhartini, 2010), as the learners are accustomed to see how the native speakers speak English with native facial expression, and gestures based on the situation that are encountered without facing native speakers directly.

The use of movie can encourage students' motivation in learning the narrative writing. It is because the movie can build instructional atmosphere

enjoyable and interesting, besides the movie itself is based on students' interest. Furthermore, movie can encourage students to transform ideas into paragraph and increase students' thinking ability in order to improve their creativity. In addition, students can understand the context of the message and students' comprehension increase mostly on the fact and detail by watching movie as it is provided in the motion pictures form (Fathiyaturrizqi, 2010).

Other studies show that there are significant score differences between students (experimental group) who learn writing by using movie preview and the students (control group) who learn by using conventional method (text book material use), (Mulya, 2008 and Suhartini, 2010).

In addition, based on the students' response of the movie trailer media, it was found that 75% of the students felt the movie trailer could create challenging atmosphere, while 83% of the students thought movie trailer increased students' motivation, and 75% of the students thought that movie trailer media inspired them to write (Suhartini, 2010).

Based on the phenomena above, the study aims to investigate whether the films can effectively improve the students speaking skills. The use of any kind of methods will encounter some difficulties in the implementation. Therefore, this study also aims to investigate difficulties in using movie in the speaking class. By mastering speaking skills, the students are expected to be more productive in mastering English.

## **1.2 Statements of the Problem**

The primary purposes of this research are to answer the following questions:

1. Can films improve students' achievement in speaking class?
2. What are the students' responses towards the use of films in speaking class?

## **1.3 Aims of the Research**

The study has the objectives as follows.

1. To find out whether the films can improve students' achievement in speaking class
2. To find out the students' responses towards the use of films in speaking class.

## **1.4. Scope of the Study**

This study focuses on the use of films in teaching and learning speaking process. The films used in this study are not the whole films, instead of the several clips because of the time limitation. The duration in one meeting is ninety minutes. It is conducted to eleventh grades students of Senior High school in Southern Bandung. This study investigated the students' performance in the class related to their motivation in speaking learning using films. In addition, comprehension towards the production of speaking is investigated. Moreover, it is aimed at finding out the students' responses of films using in teaching and learning process.

### **1.5. Limitation of the study**

There are several weaknesses in this study. For instance, the students' speaking practice outside the classroom should be controlled; more cycle should be conducted more in order to make the speaking assessment optimal; interview should also be done as additional instrument to get the students' responses and in depth information. Besides, interview can reveal the students' feeling when answering the questions; students' activities during watching films should be completed by exercise or work sheet in written form besides in oral. It is useful for checking their comprehension deeper.

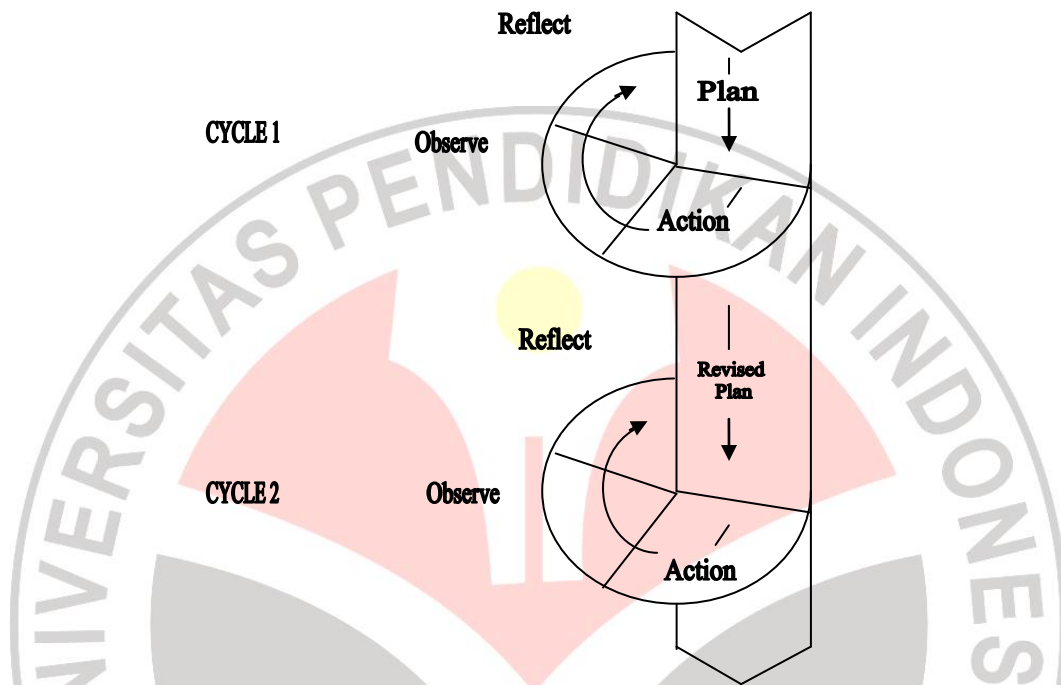
### **1.6. Significance of the Study**

This study is expected to be useful for teaching and learning English. Theoretically, this study will enrich theories on teaching speaking with films. Professionally, this study will be useful for the teachers in getting knowledge of various methods in teaching speaking skills using films to help the students learn speaking skill in more interesting way. And for practical matters, this study will be useful for students in order to motivate in learning speaking.

### **1.7. Research Methods**

The method in this research is classroom action research where the teacher conducted some classroom activities to solve classroom problem in order to improve their instructional quality and examine the educational theories in the practice and real life (Kunandar, 2008).

Classroom action research consists of four phases namely plan, action, observe and reflect (Kemmis and McTaggart, 1988 as cited in Burns, 2010). The phases will be described in a picture below.



### **Cycles in Action Research based on Kemmis and McTaggart (1988)**

The steps in this classroom action research include: (1) Plan is the process of problem identification in the classroom to prepare a planning to solve the problem. (2) Action is the realization of the teaching scenario and the treatment that has been prepared before. (3) Observation is the systematically observation about the action in collecting the data to get information about the teaching learning activity. (4) Reflecting is the reflection and the data analysis of the observation result to evaluate and take the conclusion (Adopted from Kemmis & McTaggart, 1988 as cited in Burns, 2010).



### 1.7.1. Site and Participants

The population of the study is eleventh grades senior high school students, majoring in social program. It was conducted in one class that consists of 30 students as the sample.

### 1.7.2. Data Collection

The data were collected through three kinds of instruments. First, observation was conducted to get the information on the role of films in helping the students learn to speak English. The instrument used in the observation is observation sheet. Second, speaking assessment was to see the students' achievement progress of the speaking skills in scoring form. Third, questionnaires were administered to the students to get their responses in regard with the use of the films in speaking class.

### 1.7.3. Data Analysis

The data from observation, speaking test, and questionnaires were analyzed qualitatively. The data from observation were analyzed and interpreted to describe the activities during the use of films in speaking class. The speaking test was analyzed to see the students' progress in scoring form. The last data from questionnaires were analyzed to show the students' responses towards the use of films in their speaking learning. Further explanation about data analysis of the study was presented in chapter three.

## 1.8. Organization of Paper

The paper is presented into five chapters. Each chapter is divided into subtopics that elaborate the investigated issues.

Chapter I is an introduction. It consists of background of the study, statement of the problems, and aim of the study, scope of the study, and limitation of the study, significant of the study, research method, and organization of paper.

Chapter II focuses on the review of theories and literatures relate to films medium, speaking skills and the implementation of films in teaching speaking.

Chapter III is the research method. It discusses research design; site and participants; data collection; data analysis; and clarification of terms.

Chapter IV presents the findings and discussion. It elaborates and interprets the findings and the discussions of the data.

Chapter V presents the conclusions of this study and suggestions for the teacher and other researchers.