

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

English has become one of the international languages used by people from all around the world. It is widely accepted as the primary international language, and it is increasingly defined as a basic skill required of every student in every education system. The ability to communicate in English can be achieved by mastering 4 language skills and one of which is speaking. English speaking is one of the most important skills to be developed and enhanced as means of effective communication (Morozova, 2013). Speaking depends on the complexity of the information to be communicated (Brown & Yule, 2001). It will help people from different countries be easier when making communicating and avoid misunderstandings among native or non-native English speakers. In the realm of education, particularly in the teaching and learning process, speaking plays an important role. White (2004) argues that language is an integral part of learning and oral language has a key role in classroom teaching and learning. It means that speaking will help to teach and learn more effectively as teachers and students. It shows that English speaking ability is very important, not only in the work field but also in teaching and learning in English class.

Speaking is one of the most important skills in daily life. To be able to speak, every person needs to communicate intensively practice especially Indonesian learners who learn English as a foreign language and they get little exposure to the target language and are restricted only in the classroom. Richards and Renandya (2002:32), state that effective oral communication requires the ability to use the language appropriately in social interactions that involve not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Nowadays, speaking has been given priority during the English teaching and learning process. However, some problems may occur. Teachers and students of Indonesia still have difficulties with spoken language. Sometimes, learners do not feel confident in their speaking performance which ends up poorly. According to Young (1990), speaking in class tends to make students feel nervous and anxious. Students in foreign language classrooms generally report that speaking in the target language is the most anxiety-producing.

Based on the 2013 curriculum or K13, the objectives of learning English are stated in subject matter in the English Syllabus. It is stated that the purpose of teaching speaking to students in class X SMK is so that students can understand the meaning of a text in English and dialogue that leads to broad interpersonal meaning (monologue). Indicators of achievement are skill competencies, including understanding meaning, good pronunciation, good vocabulary mastery, good grammar mastery and fluency in speaking. Based on these ideas, it is important to explore one of the strategies to teach speaking skills. In this case the researcher will conduct a pre-experiment using a animated video.

Based on interviews related to English teacher at SMK N 1 Pontianak. The researcher found several problems faced by class X students in speaking skills. The researcher found the problems faced by class X students in speaking skills. Students are lacking in grammar because when the teacher asks students to tell about daily activities, they cannot make sentences while speaking, students lack vocabulary, because when the teacher asks students to translate sentences, they often ask their friends or keep silent, students have difficulty read sentences that they rarely find and miscommunication often occurs when asking the teacher in English, often when students speak they always experience long pauses and often waste time and students are not good at expressing what they want to convey.

Considering the problems found in SMK N 1 Pontianak, the researcher applied teaching techniques using retelling animated videos. Video media is an effective and efficient medium for learning to speak. Ahmadi (2018) that

teachers should encourage students to find the right activities through the use of computer technology to: succeed in learning languages. According to Alessi (2001: 538), "video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, it is hard to show a student the effects of body language on communication using only explanation or picture". The video here has also been included for motivational reasons. Videos have several types of examples such as animated videos, Powtoon, kinemaster, and others. Researchers will use animated videos as learning media. According to Hidayat (2010), the use of animation video in the learning process is to promote the interaction between teacher and students and produces an effective learning process. Then, the learning process would be enjoyable and interesting because there are many potential things inside the animation video through sound, pictures, dialogue, color, and others. Harrison and Hummell (2010, p. 21-22) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials.

Therefore, from the description above, the researcher is interested in researching further and wants to know the effective retelling of animated videos to teach the speaking ability to Ten Grade Students of SMK N 1 Pontianak. So this research is entitled "The Effectiveness Students' Speaking Ability by Using Retelling Animated Video in Ten Grade Students of SMK N 1 Pontianak in the Academic Year 2022/2023".

## **B. Research Question**

Based on the background explanation above, the researcher concludes that the research problem of this study is:

1. Is the use of the retelling animated video effective to speaking ability in Ten Grade Students of SMK Negeri 1 Pontianak in the Academic Year 2022/2023?
2. How effective is the retelling of animated video in speaking ability in Ten Grade Students of SMK Negeri 1 Pontianak in the Academic Year 2022/2023?

### C. Research Purpose

Based on the problems above the researcher has some purpose for this research as follows:

1. To find out whether the use of the retelling animated videos is effective or not to students' ability in Ten Grade students of SMK Negeri 1 Pontianak in the Academic Year of 2022/2023?
2. To find out how effective is the retelling of animated video to teach speaking ability in Ten Grade Students of SMK Negeri 1 Pontianak in the Academic Year 2022/2023?

### D. The Significances of the Research

#### 1. Theoretical significances

For theoretical significance, it can act as additional knowledge for further research that can be carried out in the future by other researchers. In addition, the research findings of this study will add another theoretical value not only for the researcher but also for scholars as a reference for their research on the same particular field in teaching English speaking ability in final schools.

#### 2. Practical Significances

Some benefits would get by the teacher, student, school, researcher herself, and another researcher after doing the research:

##### a. To the Teachers

In this research, teachers would also realize that teaching is important in the teaching and learning process. This will make a good contribution for teachers to improve strategies in the teaching and learning process and improve teacher teaching performance.

##### b. To Students

In this research, students would gain new experiences in learning English and may be able to learn English with a feeling of being motivated and happy in the learning process from the beginning to the end of the learning process.

c. To Other Researchers

The researcher hopes that this research can be a useful source to enrich the theory by providing information for other researchers for relevant research. For other researchers who conduct similar research, the results of this study are expected to provide a better understanding of teaching speaking skills so that they can be used as references.

## **D. Scope of the Research**

### **1. Research Variables**

The research variable is the object of research or something of concern. Variables are characteristics or attributes of individuals or organizations that the researcher can measure or observe and vary between individuals or organizations studying general classes of subjects, events, situations, characteristics, and attributes of interest to the researcher (Balnaves and Caputi, 2001: 46). There are two variables that will be used in the research, namely:

a. Dependent Variable

The dependent variable is a variable whose value depends on the independent variable. The dependent variable is what is measured in an experiment. The dependent variable is sometimes called the outcome variable. The dependent variable is the variable that will be influenced by the independent variable. The dependent variable was chosen by the researcher to see whether the dependent variable changed or not. The dependent variable is a variable that depends on the independent variable the result or the result of the influence of the independent variable (Creswell, 2009:50). The dependent variable in this study is the students' speaking ability.

b. Independent Variable

The independent variable is the variable that is believed to have an influence on the dependent variable. In the pre-experimental design, the researcher will use the independent variable which is believed to affect

the dependent variable by using a strategy. Independent variables are attributes or characteristics that affect or affect an outcome or the dependent variable (Creswell, 2012: 116). Furthermore, the variable is the type of variable that explains the effect on the dependent variable. The independent variable in this study is the use of retelling animated video learner on speaking ability.

## **2. Research Terminology**

The following definitions to clarify terms and avoid misunderstanding or misinterpretation, the researcher provides the following explanation:

- a. Speaking ability is the ability to pronounce articulation sounds or say words to express, state, and convey thoughts, ideas and feelings. Good speaking ability is a person's ability to convey information in good, correct, and interesting language so that listeners can understand. The aim is to train students to be able to speak with clear and precise articulation in pronunciation.
- b. Retelling, according to Wahyudi (2013; 51) retelling is an activity done by the students to retell the story obtained from reading, watching, and listening. Retelling stories can build students' comprehension of the certain story given. It requires the reader or listener to reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand, retelling as recounting the story in the student's own words orally.
- c. Animated Video. In general, the animation is defined as pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis, and Harclerode (1977, p. 232) termed it a collection of films prepared through pictures that produce the illusion of movement when projected.

#### d. Students' of SMK Negeri 1 Pontianak

The participants in this study were ten graders at SMK Negeri 1 Pontianak, which was located on Jalan Danau Sentarum, Kec. Pontianak Kota, Pontianak, in the Academic Year 2022/2023.

### E. Research Hypothesis

In every experimental research, there are two hypotheses that act as the possible outcomes or described by Creswell (2012: 111) as " ... a prediction..." furthermore hypothesis as defined by Kerlinger cited in Cohen, Manion, and Morrison (2007: 14), "as a conjectural statement of the relations between two or more variables, or 'an educated guess, though it is unlike an educated guess in that it is often the result of considerable research, reflective thinking, and observation. "In other words, a hypothesis is the estimation or the possible outcome that will reveal itself at the end of the research.

In this research, the researcher used two types of hypotheses namely the Null Hypothesis ( $H_0$ ) and the Alternative Hypothesis ( $H_a$ ). Furthermore, Creswell (2012:624) defined the null hypothesis as follows "make predictions that there will be no statistically significant difference between the independent variable and the dependent variable." In other words, the possible finding of the research is nothing or no such changes, effect, or anything found between the independent variable and dependent variable. Meanwhile, the alternative hypothesis acts as the counterpart of the null hypothesis, where changes or effect is found between the independent variable and dependent variable. Therefore, in this research there are two Hypotheses and will be listed below:

#### 1. Alternative Hypothesis ( $H_a$ )

An Alternative Hypothesis ( $H_a$ ) states that there is statistical significance between the two variables. An alternative hypothesis is a hypothesis that the researcher trying to prove.

Retelling Animated videos are effective for teaching speaking ability to Ten Graders of SMK Negeri 1 Pontianak.

## **2. Null Hypothesis ( $H_0$ )**

The Null Hypothesis is the hypothesis that states that there is no statistical significance between the two variables in the hypothesis. This is a hypothesis that the researcher is trying to disprove.

Retelling Animated videos are not effective in teaching speaking ability to Ten Graders of SMK Negeri 1 Pontianak.