

CHAPTER I

INTRODUCTION

A. The Background of Study

In Indonesia, English is one of the subjects included in the curriculum. Based on curriculum 2013 students are expected to master four skills in order to be able to use English communicatively. One of them is speaking skill. As indicated by Brown (2001) speaking is an intuitive course of developing and implying meaning that includes creating, getting and preparing data. Communicating or speaking includes a few parts language such as spelling, pronunciation, vocabulary, and punctuation. Speaking is very important for students because the function of speaking is to communicate a plan to be conveyed. Nunan (1992: 39) also stated that through speaking ability, people can make a communication and exchange the information from one another.

According to Richard (2008), there are several techniques that can be used in teaching speaking such as using flash card, storytelling, describing something such as favorite object or picture, role play and many more. Apart from the proper techniques, the process of learning will go well when the students understand about the data or knowledge that is presented by the teacher. Media is needed to create the good learning process. For the students, media can give stimulus to make the learning process happen (Akhtar 2013). It means that when learning process is

provided with the media, the students will be stimulated by the desire to think, feel and learn.

Media is something that is reassuring the message and stimulates the thoughts, feeling, and willingness of the students. According to Arsyad (2011) teaching media is communication tools to convey the message or information in order to further streamline the learning process. There are numerous sorts of teaching media that can be utilized to pass on the lesson. Media for teaching language can be classified as visual media, audio media and audio-visual media.

For junior high school, there are various genres of text that should be learned by students according to syllabus. One of the genres is descriptive text. As indicated by Dirgeyasa (2016:56), descriptive text is a genre that requests asks the students to describe experience, circumstance, characteristic, qualities, etc. Besides, Suryana (2008) likewise expressed that descriptive text is utilized to make pictures of individuals, place, even of units, time of the days, or seasons. Descriptive text is a sort of text with a purpose to give information or data. In learning descriptive text, the students must consider the plot, proper words, and also correct grammar. So, the teacher has to encourage students' desire to describe the object that will be learned.

Based on the preliminary data that was taken by the researcher at SMP N 35 Medan, the researcher found there were three problems faced in the classroom. The first problem is about speaking ability. Most of the students were not able to speak up and afraid of making mistakes, they did not know how to express their feelings because of that they spent much time by doing nothing. Second, the students did

not understand well what descriptive text is. Third, in teaching learning process the teacher does not use any suitable media to support the learning process particularly in teaching descriptive text. The teacher only used textbook from Kemendikbud and occasionally used flashcard as a media reference to support the material. This cause the students feel uninterested and unmotivated in participating during the learning process because there is no variation of the media that can increase their motivation and interest in learning.

Based on those situations, it is very important to find a way to overcome the problem. One of the ways to solve the problem is by using a suitable learning media especially in teaching speaking. One of the media that can be developed by teachers is audio visual media. Laili (2015) explained that motion pictures are audiovisual works consisting of a series related of images. In motion pictures, there are some related images which are compiled together with any accompanying sounds. The use of audio visual media in learning is very possible to improve students' thinking skill as expected.

Motion picture is moving image in color or black and white produced from live action or from graphic representations. Motion pictures are typically embodied in film, videotape, or disk. Motion pictures give pictures as well as solid. Some related pictures are combined and we can put sounds related the pictures and also its transcript (Gerlach and Erly, 1980).

According to Gelbolingo (2015) there are three types of Motion Pictures such as: (1) Documentary, (2) Experimental and (3) Fictional. Besides, the researcher will use an Experimental Motion Pictures to be developed as a learning media.

Experimental Motion Pictures includes the variety of approaches that have listed and played with the technological limits and capabilities of the medium, including animated or non-photographic and computer generated images.

Labade (2016) stated that there are some advantages of using Motion Pictures such as: (1) provide the students with a real language spoken in the real environment and culture of the target language, (2) provide the students with a wealth of language exercises through activities and assignments, and develop language skills also improve the critical awareness of students, (3) it easily available, enjoyable and controllable. Motion Pictures are an audio visual media which could give benefit to the students in improving their speaking and also help the teacher in teaching learning process. So, to solve the problem face in the school Motion Pictures are very important to be developed as a learning media to be applied in the classroom.

The researcher prefers to create motion pictures as a learning media in teaching descriptive text because it can assist and encourage the students toward their speaking skill. There are some reasons that motion pictures can help and motivate students toward their speaking skill. First, motion picture is an audio-visual media, which is easy to use and easy to create. Second, motion picture is a form of entertainment that enacts a story by a sequence of images with sounds giving the illusion of continuous movement which will be capable to evoke the students' imagination.

In addition, motion pictures can be applied in learning and teaching of English since it can help students to construct meaning that including the producing, receiving and processing information. Especially when studying descriptive text,

the students will be able to know what to describe. For example, the teacher shows the video or picture of one character in front of the classroom. Then, the students will try to describe the physical appearance of the character orally based on the picture. Therefore, such media will help students describe the object orally.

The effectiveness of the use of motion pictures as learning media in teaching learning had been proved by researchers such as Laili Wahyuwidiati (2015) who found that motion pictures was effective to be used to make learning media because the result of the students' test and also the assessment from the expert were very good. It may be presumed that Motion Pictures have a decent possibility to be utilized in teaching descriptive text. In addition, Dian Fadhilawati (2019) with title "Developing Motion Pictures as a Learning Media to Increase the First Grade Students' Speaking Achievement at Junior High School" proved that the model of motion pictures was effective and valid as a learning media and learning speaking for the first grade students of MTS Ma'arif NU Gandusari Blitar.

Based on the explanation above, motion pictures as a learning media can improve speaking skill of the students. The usage of motion pictures as a media can assist students to explore their idea, increase their motivation, and interesting. And the most important part, motion pictures can give students illustration so that the students will be able to understand the text and describe the object that will be given by the teacher. Due to the explanations above it can concluded that to fulfill the student's' learning needs, motion pictures is necessary to be developed as a media for teaching speaking skill to the seventh grade students of junior high school.

B. The Problem of study

The main point of this study was developing motion pictures as a media for teaching speaking skill to the seventh grade students of junior high. Therefore, the problem of this study is “How are the motion pictures developed as a media for teaching speaking skill to the seventh grade students of junior high school at SMP Negeri 35 Medan”.

C. The Objective of the Study

The objective of this study is to develop motion pictures as a media for teaching speaking skill to the seventh grade students of junior high school.

D. The Scope of Study

The study focused on developing motion pictures for teaching speaking skill to the seventh grade students of junior high school. This kind of speaking media is relevant to the students' ability, interesting, and also innovative for students of SMP Negeri 35 Medan in grade seventh. This media was developed in response to the needs of students which motivated them to learn. This speaking media limited simplest for descriptive text especially in describing people.

E. The Significance of the Study

The findings of the study are expected to give theoretical and practical contributions, as follows:

a) **Theoretically**

The findings of the study will broaden and enrich the theoretical horizons related to the areas on how to develop motion pictures as a media for teaching speaking skill to the seventh grade students of junior high school.

b) **Practically**

The findings of the study will become a recommended media of teaching speaking skill to the seventh grade students of junior high school, because it will motivate their enthusiasm and willingness to learn and express their words in spoken language. In addition, it will make it easier for teachers to achieve the objectives of teaching and learning process.