CHAPTER I

INTRODUCTION

A. The Background of the Study

Productive skills were writing and speaking, while receptive skills were reading and listening. Ur (2009:120) contended that among the four language skills, speaking is the most crucial since individuals who acquire a language are identified as its speakers. The ability to speak allowed students to engage with others and exchange thoughts. Speaking skills were advantageous not only for effective communication but also for enhancing students' cognitive development.

Speaking encouraged students to think critically, organize ideas, and express themselves clearly and confidently. Furthermore, mastering speaking skills could boost students' self-confidence, facilitate the building of stronger social relationships, and open doors to opportunities for social interaction in our increasingly interconnected global society. Therefore, despite the importance of speaking, many years of speaking were not considered important (Mustikawati 3: 2013).

Speaking was a complex skill that involved interactions between individuals and their environment, which was one of the barriers to low speaking. This meant that a person's speaking ability was influenced by various factors, both internal and external. Internal factors such as self confidence, motivation, and cognitive abilities, as well as external factors such as the learning environment, teachers, and culture, all played a role in determining a person's speaking ability. One factor was that they struggled to speak well because someone didn't have enough practice, or

because someone felt anxious or not confident. Apart from that, an unsupportive learning environment or lack of access to quality learning resources could also hinder the development of speaking skills. Therefore, if someone did not pay attention to speaking barriers it would have the impact of causing miscommunication and misunderstandings.

One approach to enhancing students' speaking skills was to utilize technology as a medium. A type of medium that students frequently employed in speaking was video. Warschauer (2006) found that students who learned to speak English using video showed significant improvement in their speaking skills compared to students who did not use video. Among the various teaching tools that were employed in the learning process, video emerged as the most familiar and effective medium, fostering a deeper understanding of the subject matter among students. One of the media that was a solution to overcome students' speaking difficulties was video animation, because animation displayed a visual thing combined with audio. Animation videos provided examples of correct pronunciation, facilitated easier understanding of the material, and boosted students' motivation in learning English.

Teachers taught various types of texts using animation videos. One example was procedure text. A procedure text was designed to explain how to perform a task or make something step by step. These texts were closely related to everyday activities. Procedure text was commonly found in everyday life, such as in cooking recipes, instructions on how to draw, or guides on how to do something. Consequently, students needed to understand what a procedure text was and how

to create one. because this material had to be mastered by students as part of their learning outcomes.

The researcher conducted preliminary research in the form of a short interview with a teacher to obtain preliminary data as the basis for writing this research.

R: In your experience as a teacher, how would you describe the speaking ability of seventh grade students in English class?

SI: The speaking ability of seventh grade students still needed improvement, it was still relatively low. Some students felt nervous or inferior when speaking in front of their classmates, which hindered their ability to express their opinions effectively.

R: What were the indicators or characteristics that you observed in students who had speaking difficulties?

SI: They found it difficult to develop fluency and confidence; they rarely answered oral questions in class. In addition, errors in pronunciation and grammar also affected their confidence in speaking. Not only that, but their environment did not support them in practicing speaking.

It could be concluded that students had problems in speaking. There were two types of difficulties experienced by students, namely internal factors and external factors. The students' own actions, such as feelings of embarrassment, doubt, inappropriate use of language, and incorrect pronunciation of sentences,

were internal factors. External factors included a lack of motivation to participate in learning and environmental factors that were less supportive.

Based on the phenomenon above, the researcher was interested in conducting research entitled "Students Perception of Using Animation Video in Teaching Speaking Skills to Seventh Grade Students of SMP Negeri 6 Kisaran."

B. The Problems of the Study

According to the background that the researcher described, the problems of this study could be formulated as follows:

1. How were the students' perceptions about animation video on speaking for seventh grade of SMPN 6 Kisaran?
2. What were the students' experiences of learning speaking by using animation video?

C. The Objectives of the Study

According to the background and title, the objectives of this study could be formulated as follows:

1. Investigated students' perceptions about animation video on speaking for seventh grade of SMPN 6 Kisaran
2. Found out students' experience of learning of animation video on their speaking ability.

D. The Scope of the Study

In order to achieve the desired purpose of the research, the research was limited to the following items: This research focused on students' perceptions of using animation video as learning media on the speaking element in procedure

text material as a learning outcome. The participants in this study were only seventh- four class of SMPN 6 Kisaran.

E. The Significances of the Study

The researcher hoped that the findings of this study would contribute to theoretical and practical developments in language teaching and learning.

1. Theoretically, this research can serve as a reference for others or future researchers to conduct related studies on students' perceptions of using animation videos in teaching speaking skills to seventh grade students at SMP Negeri 6 Kisaran.

2. Practically, this research significance of study is supposed to:

    a. For students, this research was intended to enhance their interest and motivation in learning speaking skills through animation videos.

    b. For teachers, this research is intended to offer benefits by providing information and experience thereby enhancing their pedagogical approaches using animation videos.

    c. For other researchers, it is hoped that the results of this study will be useful for future researchers as a reference for similar research.