CHAPTER I

INTRODUCTION

A. The Background of the Study

Listening, speaking, reading, and writing are four skills that students must learn when learning English. English subjects in junior high school are taught in an integrated manner that includes receptive skills (listening and reading) as well as productive skills (speaking and writing). But this research will focus on speaking skill the main reason why this research chooses to focus on speaking skills is because based on observation there are many problems with students' speaking, such as grammatical errors, lack of vocabulary, so they are afraid to make mistakes in speaking English. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

The use of language to communicate with others is referred to as speaking (Fulcher, 2003:23). It means that this activity involves two or more people in which the participants are both hearers and speakers who must react to whatever they hear and contribute at a high speed, so that each participant has the intention that they want.

According to (Bailey:2000), speaking is a process of interaction

where speakers intend to build meaning through producing, receiving and processing information. Now, Indonesia is using a curriculum in 2013 for junior high school, the demands of the 2013 curriculum require quality learning that can make students' attitudes creative, independent, cooperative, solidarity, leadership, empathetic, tolerance and life skills in order to shape character and improve the nation's civilization and dignity.

In this study, the researcher noticed that students who studied EFL had problems understanding new concepts due to poor speaking skills and other language problems. Therefore, they searched for ways for designing effective visual and auditory aids that keep learners focused and at the same time facilitate comprehension through learning speaking strategies.

Based on the K13, students are expected to be able to compose interaction texts oral and written transaction very short and simple involving action give and ask information related to name and number of animals, objects, and nearby public buildings with the daily life of students, with regard to social function, text structure, and correct linguistic elements and in context. PowToon is a web-based tool that offers a wide array of media options, graphics, cartoons, and animated images to create animated presentations that flow smoothly and logically. It also features classroom accounts for project-based learning. PowToon presentation scans are exported to other programs including YouTube and PowerPoint that give flexibility in sharing the awesomeness. PowToon paves the way towards teaching Higher Order Thinking Skills (HOTS) like critical thinking

summarizing, and problem-solving, which are basic skills for a successful global citizen in the 21st century.

Based on preliminary data, from observation and interview, based on the observation conducted in grade 8 at SMP N 2 Bangun Purba by seeing the school facilities such as technology are quite complete but the users are not optimal. And based on an interview with the teacher, the teacher already knew about this PowToon application before, and had taught it to students but the teacher only took this video through YouTube, didn't design the learning video. Therefore the teacher admits that the videos made are less interesting. The reason focus on speaking skill because the teacher said if that students had some problems in speaking, there are: lack of vocabulary, confused in organizing structure of the word, low in pronunciation and afraid of making mistakes.

(Fimbriani:2016) implemented the use of PowToon in the classroom by using various slides and videos, followed by questions to determine whether or not the students understood the PowToon presentation. The goal was to increase students' interest in speaking and activity in the classroom.

Based on the background above, this study deals with developing PowToon as a teaching media in speaking about transactional text. In this research, the researcher uses PowToon which is included as the audiovisual as the media and treatment to improve the students speaking skills. Through using PowToon, the students can learn the concepts of speaking which are presented by cartoon animation.

B. The Problem of the Study

Based on the background of this study, the problem of the study is: "How PowToon is developed as the teaching media for speaking skill at 8 grade students at SMP N 2 Bangun Purba?

C. The Objective of the Study

The objective of this study is to develop PowToon as media of teaching media at 8 Grade students for speaking skill at SMPN 2 Bangun Purba.

D. The Scope of the Study

This study focuses on the development of PowToon media for Transactional text about materials place for at 8 Grade students at SMPN 2 Bangun Purba. The media will be developed based on students' needs.

E. The Significances of the Study

1. Theoretically, this study is expected to give further information or references about teaching media for speaking skills.

2. Practically, this study is expected to be useful for:

   a. Students can use the findings from this research as a reference to find digital media which is available on the material in English speaking. Students can access the PowToon video to open an English lesson.

b. Teacher, the media of this research will give a description of the suitability of applying PowToon as media and to teach English speaking and can be a consideration in selecting, developing, and applying PowToon media in teaching speaking English for junior high school.

c. Researchers, Further researchers may use this study as their reference to fulfill their study regarding using media to teach speaking in English.