CHAPTER I

INTRODUCTION

1.1 The Background of the Study

One of the international languages used by people in the world today is English, although this language is not more widely used than Chinese or Mandarin, English is important and primary for other languages because of the function and usefulness of English itself, which is a language English is the main language of news and information in the world. Not only that, but English is also the language of business and government, as well as the language of maritime communications and air traffic control in the international sector (Kusuma, 2018).

In Indonesia, the first foreign language taught in English, starting when students are in pre-school until they are in college, until then some schools will add additional foreign language curricula to middle and high schools, such as Japanese, German, to Mandarin. Introduction to the use of foreign languages in the world of education through many media, ranging from songs, pictures, videos to writing. There are many media used by educators in introducing foreign languages, especially English. In pre-school and kindergarten, the mediaused are usually through pictures and songs that are easy to memorize. Then continuing in elementary school, longer words or sentences will be introduced, such as sentences that are used every day. Up to the junior high school stage it

will contain long conversations between two people or groups in everyday life, so in this case the learning media used is different.

The use of learning media can make the material presented more effective for students to understand so that the learning objectives can be met, so learning media must be made as attractive as possible so that students are interested and actively involved in delivering the material. Educators are required to be more innovative and actively use technology in delivering learning material, especially for foreign language material, which in this case is English. According to Ratminingsih, there are 4 basic skills that students must have in English, namely Reading, Writing, Speaking, and Listening (Ratminingsih, 2017).

A common problem faced by students in learning English is the difficulty of understanding the language, this is understandable. When this language is a foreign language and is not the mother tongue of Indonesian people, not using this language in everyday life can also be a mistake. One factor is the lack of development of an individual's ability to understand English. Drs. Darwanto, a senior English teacher at SMP Negeri 8 Surakarta, explained the factors that had become obstacles during the almost 27 years he had been teaching as an English teacher, one of which was a lack of motivation (SMP Negeri 8 Surakarta, 2019).

Student background can be a factor in how competent students are in learning English. From an economic, social and cultural perspective it also influences, for example from an economic perspective, if the family comes from a well-off economy, then they have the funds to be able to increase the hours of learning English through an English learning institution so that they can increase

the student's competence in English. Social and cultural factors can also influence, for example if the family has the privilege of thinking that language skills are needed in the future then the student will get good English language competence, and vice versa.

Often students have an understanding that English is a lesson that is difficult to understand and learn so that from the start there is no student interest and motivation, this also becomes a problem for teachers to continue to innovate to raise student motivation in learning English. Varied learning media can increase students' interest in understanding the material presented. Sadiman, et al., explained that the use of media in classroom learning activities can save energy, costs, and time (Sadiman, et al., 2018). In this case it can be said that the use of media for teachers to provide English language material for students is an appropriate choice. This aims to provide a stimulus for students interested in learning English and the teacher's goal of increasing competence in English language material can be fulfilled.

Initial observations carried out by researchers in the seventh grade at SMPN 35 Medan showed that English language education competency was stated to be lacking. In the lack of assessment carried out by researchers, the students' vocabulary was not large and also less varied. In the use of simple conversation, some students feel that they are lacking, as well as their writing skills. It is not uncommon for some students to be able to pronounce vocab well but not know how to write it correctly, and vice versa. Some students can pronounce English vocabulary well, but when listening to stories in English,

students cannot repeat the sentences they have heard. The media used by teachers is only student exercise books and there is no additional media that can be used by teachers to improve students' abilities.

This is the background for the need to implement interesting learning aids. One solution that emerged was the use of English video media as a learning medium for class VII middle school students. By using video learning media, it is hoped that it can help students understand the English material presented, with the hope of increasing students' interest in learning English so that the teaching and learning process can be enjoyable (Fadliah, 2020).

1.2 The Problems of the Study

Based on the description and findings from the background above, the problem formulation in this study is:

1. What are the types of students' perception on speaking skills with animated video?

2. Why do students reason perception on speaking skills with animated video as the way they do?

1.3 The Objectives of the Study

Based on the formulation of the problem, the objectivity of this study are :

1.3.1 To investigate the types of students' perception on speaking skills with animated video.

1.3.2 To explore the reasons caused perception on speaking skills

with animated video as the way they do.

1.4 The Scopes of the Study

There are many types of perception namely visual perception, auditory perception, tactile perception, gustatory perception, and olfactory perception, and this research focus on visual and auditory perception.

There are four language skills namely listening skill, speaking skill, reading skill, and writing skill. This research will focus on English speaking skills at SMPN 35 Medan.

1.5 The Significances of the Study

The research findings were expected to be valuable for both theoretical and practical significance, as described below:

1.5.1 Theoretical significance

This study was supposed to advance the teaching of English and offer new approaches to learning, The researcher intended that by doing this study, information on relevant topics would be updated.

1.5.2 Practical significances

a. For the teachers, the results of the research will be useful for teachers in determining effective and attractive learning media for students and creatinga conducive learning environment.

b. For schools, the results of the research will be useful for determining facilitiesrelated to learning.

c. For researcher, the results of the research will be useful for understanding students' perceptions in improving English speaking skills through video animation as a learning media.