

CHAPTER I

INTRODUCTION

A. The Background of the Study

Media is one of the important tools in English language teaching. Different types of teaching media are used to teach English, such as pictures, slide projectors, audio tapes, graphics and others. All of these are used to make it easier for students to understand the subject matter and to assist the teacher in delivering it. In addition, teaching media serve as learning modes and messages that can help teachers improve students' learning achievement. With the advancement of technology, many researchers make innovations in learning media that are in accordance with the times. Every teacher must have learning media as part of the learning component in teaching and learning activities, including subject matter and teaching aids.

English language learning in this digital era requires the use of innovative and engaging media to ensure students' active involvement in the learning process.

One of the media that can be used in learning narrative speaking skills is animated film. The use of animated films in speaking skill learning can provide an interesting learning experience and motivate students to actively participate.

However, in its implementation, teachers often face various barriers in applying animated film media in teaching speaking skills. These barriers can come from technical factors, such as limited facilities and infrastructure in schools, as well as non-technical factors, such as the lack of understanding and skills of teachers in using animated film media in learning.

The limitations of technological devices in schools are often the main barriers in the application of animated film media in learning. Teachers often experience difficulties in presenting animated content with optimal quality due to the limited devices available. Animated film is one of the important tools in English language teaching. Various types of teaching media are used to teach English, including pictures, slide projectors, audio tapes, graphics and others. All of these media are used to make it easier for students to understand the lesson and assist the teacher in delivering the material.

According to research conducted by Mutohhar (2009), many teachers in various schools in Indonesia deliver subject matter without utilizing learning media, thus making students feel bored and saturated with the learning process. Many teachers only use the media provided at school, such as textbooks, and only display the material without transferring knowledge in an interesting way. Teachers suggest that this phenomenon occurs because most assume that good media is expensive and sophisticated, which requires high costs. However, good media is actually media that is appropriate to the topic, material, students, and practical to use. In other words, good media does not have to be expensive; it should be reusable to help teachers create effective teaching in the classroom.

In addition, teaching media serves as a learning tool and message that can assist teachers in improving students' learning achievement. Jones (2016) stated that teachers' lack of training and understanding regarding the effective use of animated film media in speaking lessons is also a significant barrier. Therefore,

teachers need to get adequate training in order to integrate film media well in the learning process.

According to Brown (2017), motivation and support from the school also play an important role in the successful implementation of film media in speaking lessons.

Support from the school can help teachers overcome technical and non-technical barriers that may arise. Along with the development of technology, many researchers have created learning media that are adapted to the current era. Every teacher should have learning media as one of the components in teaching and learning activities, including learning materials and teaching aids. However, some teachers still have difficulties in implementing the learning media. This is due to the lack of school facilities, the lack of variety in the use of media, and the lack of teacher knowledge about technology.

However, the teaching and learning process cannot be separated from the KKM curriculum used by English teachers in teaching, the 2013 curriculum requires students to pass with a score of 70 as the minimum completeness criteria or the lowest completeness criteria (KKM for subjects stands for Minimum Completeness Criteria). As the results of the previous preliminary study at SMP Negeri 1 Kutacane, the researcher found that not all ninth-grade students passed the KKM, and teachers need to give some treatment to these students in order to pass the KKM. The students still think that English is one of the complicated subjects, especially in speaking. The researchers also investigated some reasons why the students find speaking difficult.

In the scope of communication, the role of speaking is increasingly neglected (Arham, Yassi & Arafah, 2016). The concept of communication is no longer the same, but communication generally occurs when humans interact by speaking. For teachers who are less proficient in understanding technology, the learning process related to this may be a barrier, but it is still expected to be ready to face all situations that arise in the realm of education (Ayuni et al., 2020). The importance of learning media as a means of supporting learning has provided a theoretical basis for this study, which aims to explore more deeply the role of learning media, especially in the context of teacher constraints in applying media aids in the form of films in teaching speaking skills.

In teaching English speaking skills, ninth grade students of SMP Negeri 1 Kutacane are faced with the constraints of limited technology, limited technical ability in managing media, and students' resistance to changes in conventional learning methods. This becomes a real barrier for English teachers in integrating media in the form of film animation as an effective learning tool. One of the learning media that teachers use in improving students' English language skills is by presenting English film and making them as review materials so that they can support learning. Some barriers that may arise include the lack of technical skills of teachers, and time constraints. The use of animated film media is very appropriate in learning that requires listening and listening skills (Nurmala, 2019).

Based on the experts' opinions above, it can be concluded that teacher barriers in applying film animation media in teaching speaking skills include limited equipment, lack of teacher training and understanding, as well as

motivation and support factors from schools. Therefore, this study aims to identify these barriers and provide recommendations to improve the effectiveness of using film animation media in teaching narrative text speaking skills.

Based on preliminary research data from observations conducted through interviews with Mrs. Sy, S.Pd, a grade IX English teacher at SMP Negeri 1 Kutacane, the teacher explained that animated films help visualize stories and characters in an interesting way, making it easier for students to understand and practice speaking. However, there are some barriers to their use, including technological limitations, difficulties in accessing appropriate animated materials, and issues in ensuring students understand the animated content well.

To overcome these barriers, teachers have implemented several strategies, such as ensuring technology devices are functioning properly, selecting animations that are appropriate for students' ability levels, and providing additional guidance. Teachers also take various actions to increase students' engagement, such as involving them in active discussions and question and answer sessions, and linking speaking activities to the animations watched. The use of film animation is considered effective in making learning more interesting and motivating students, as well as supporting the development of their speaking skills. The interview transcript with the teacher can be seen below:

Researcher: During the teaching process, what are the main barriers you face when using the film animation?

Teacher: In using the animation film, I experienced 3 main barriers, namely:

1. Technical Barriers:

- a. Technology limitations: Not all classes are equipped with adequate devices, such as projectors or computers that are good enough to play high quality animations.

2. Pedagogical Barriers:

- a. Difficulty Accessing Materials: There are difficulties in finding animations that are appropriate for the curriculum and the level of the students.

3. Cognitive Barriers:

- a. Student Focus: Some students may struggle to stay focused or understand the animation if the content is too complex or does not match their level of understanding.

Based on the previous studies that have been conducted, the researcher aims to analyze the specific barriers faced by English teachers at SMP Negeri 1 Kutacane in using animated film media to teach speaking skills. This research will focus on what barriers teachers face and the process of overcoming these barriers when using animated film in the practice of teaching speaking skills in class IX. The use of animated film media is crucial in this context as it provides a dynamic and engaging way to present narrative texts, which can significantly enhance students' understanding and retention of the material. Animated films offer visualizations of language and context, which help students to better grasp

complex concepts, practice pronunciation, and engage in meaningful dialogues. By identifying and addressing the barriers to effective implementation, this research aims to optimize the use of animated film media to maximize its educational benefits and improve overall teaching outcomes.

B. The Problems of Study

Based on the background of the problem discussed above and the results of the analysis, the problems in the study is:

1. What types of barriers are faced by teacher in teaching speaking skills on narrative texts using animated film media?
2. How is the process of teacher barriers in teaching speaking narrative text?

C. The Objectives of Study

Based on the formulation of the problem above, to ensure that this research is clear and does not cause misunderstanding, the author is interested in examining the barriers of English teachers in teaching speaking narrative text skills using animated film media at SMP Negeri 1 Kutacane. The research will focus on:

1. To explain the types of barriers faced by teachers in teaching speaking skills on narrative texts through the use of animated film media at SMP Negeri 1 Kutacane.
2. To analyze the process through which teacher encounter barriers in teaching speaking narrative texts using animated film media.

D. The Scope of the Study

According to Emil Salim (1982), the scope of research includes the form of objects, influences, and the atmosphere felt around us. In an effort to achieve effective goals and meet expectations, the author limits the scope of the research to the aspect of barriers in using animated film media for teaching narrative text speaking skills. The participants in this study included one English teacher from grade IX at SMP Negeri 1 Kutacane, with the focus of the research teacher barriers in using animated film media in teaching speaking skills.

E. The Significances of the Study

The significance of this research can be divided into two aspects, namely the theoretical dimension and the practical dimension.

1. Theoretically, this study aims to provide a more detailed and contextualized understanding of the types of barriers faced by teachers using animated film media in the process of teaching speaking skills in the context of English language learning at junior high school level.
2. Practically
 - a. For Teachers: Encouraging teachers to understand the barriers in using film animation media and can provide innovations in English learning by utilizing film-based media. This can help teachers to move away from conventional methods and enrich the learning process with interesting media.

- b. For researchers: Providing experience in professional development through the contribution of knowledge, literature and practical understanding of teacher' barriers in applying animated film-based media in teaching English speaking skills.
- c. For Students: This research can provide direct benefits for IX grade students at SMP Negeri 1 Kutacane by improving speaking skills in English by increasing the effectiveness of using animation film media as a medium that provides optimal benefits in English speaking skills.

