# CHAPTER I

# INTRODUCTION

## A. The background of study

Nowadays, the rapid development of science and technology in the era of industrial revolution 4.0 provides tremendous impacts on human life. One of them is in the field of Education. Industrial Revolution 4.0 demands all the people to use technology as the platform in facing each challenges. Since digital technology causes a shift on the education system in Indonesia which creates better system especially English education.

In Indonesia, English is a foreign languages which is as an integral part of the technology utilization. Mastering English is very important to supported the ability in facing some challenges in the world. Therefore, in increasing the students ability in English, Teachers must understand and be able to use technology in order to assist pupils in dealing with technological advancements.Furthermore, technological advancements in information and multimedia will aid in the development of an effective teaching and learning process.

Teachers and lecturers, according to Menristekdikti in relation to the influence of Industrial Revolution 4.0, must be adaptive to the digitization system.The use of digital media is one of the innovations in teaching with the integration of technology information.Digital media can be utilized to assist classroom activities, group assignments, and student-centered learning in general.

Furthermore, as educators, teachers should be able to use digital learning resources to assist students in mastering concepts English.There are four skills which must be mastered such as, listening, reading, writing and speaking. Speaking is one of the most important skills to be developed and enhanced as means of effective communication.

Certain professionals have provided some definitions and viewpoints on speaking.To begin, Cameron (2001:40) defines speaking as "the active use of language to express meanings in a way that others may understand.She goes on to say that speaking in a foreign language necessitates paying close attention to the finer points of the language in order to communicate with others.

A speaker must choose the most relevant words and use proper grammar to transmit information clearly and exactly, as well as organize the conversation so that the audience understands it.Speaking or oral communication, according to another expert, Thonburry (2005), is an activity that involves two or more individuals and requires listeners and speakers to react to what they hear and make their contribution at speed of high level. In the encounter, each person has a goal or aim that she or he wishes to attain.

Speaking, according to Chaney (1998) and Kayi (2006), is the process of creating and sharing meaning in a range of circumstances through the use of verbal and nonverbal symbols. Speaking skill  is regarded as one of the most difficult aspects of language learning. It means that most students find it difficult to speak in front of the class.

The government has established an educational curriculum that emphasizes text as an English topic.Narrative text is one of the numerous types of text that students are taught and needed to master.A narrative text is one that tells a story about something that happened in the past in order to amuse and entertain the reader.

Based on observation  at SMA Azizi Medan, textbook is the only one that support English teaching and learning process. The teacher did not used any media because the teachered only focus in using textbook as a sources of learning, by interviewing the English teacher the research found that many students felt bored and less motivation in learning English especially in Speaking narrative text. It could happened because the teacher only uses conventional method which is asking the students to read the textbook and to answer the tasks on  the textbook without any

speaking practicing. Moreover, speaking is also important to be mastered. As the result, scores of the tenth grade students at SMA Azizi Medan are still under minimum standard score (KKM) which is 70.

As stated before, the used of media is needed to support the process teaching. students used to convey messages in order to build their motivation to learn. Cecep Kustandi and Bambang Sutjipto (2013: 7) stated that the notion of media in the process teaching and learning tends to be interpreted as graphic tools, photographic, or electronic to capture, process, and rearranging visual and verbal information. If that media bring instructional or informational messages or contain teaching purposes, then the media called teaching media. As the media, the teacher just used printed media without any other media that supported the teaching.

As a teacher must used a media which relates to era development in order the students also know what era nowadays. Not only that, but the students also will be used to face era development such as Industrial Revolution 4.0. by using media which is appropriate with the students' development, will increased the motivation and ability of students in mastering speaking narrative text.

Therfore, the used of Macromedia Flash as media in teaching speaking narrative text will supported Indusrial Revolution 4.0. Dhewiberta (2008) Stated that Macromedia Flash is an animation program that has been widely used by animators to produce animation professionals. Among the programs existing animation, Macromedia Flash is the most flexible program in making interactive animations, games, company profile, presentations, movies and other animated display.

Based on the above condition, the researcher will developed an English teaching media which is macromedia flash on speaking narrative text for the tenth grade students st SMA Azizi Medan. The used of Macromedia Flash is the most appropriated visual aids for learning because the teachers can provide an interesting media that make the students more understood.

**B. The Research Problem**

The research problem of this research is formulated as : "how is the macromedia flash as an English teaching media developed for teaching speaking narrative text ?

**C. The Objective of Study**

The objective of study is to developed the macromedia flash as an English teaching media developed for teaching speaking narrative text.

**D. The Scope of Study**

This study deals with developing macromedia flash as one of multimedia media for teaching English speaking skill which supports Industrial Revolution 4.0 era.. There are 13 kinds of genre in English. However, in this study the researcher will be only focus on narrative text especially about legend in Indonesia based on the syllabus used in curriculum 2013. The studies were be conducted for the tenth grade students at SMA Azizi Medan.

**E. The Significant of the Study**

The study's findings are intended to be both theoretically and practically relevant and valuable.The findings of the investigations are likely to be utilized to teach speaking in narrative text and the studies can be reference for further studies.

Practically, the findings of the studies are expected to be useful for the teachers to help teachers in using media. Then, for the to use researchers as one of their tools in generating new media for speaking narrative text.