CHAPTER I

INTRODUCTION

1.1 Background of the Study

Everybody has acquired their first language since they were children. This process occurs naturally with a view to communicate on the society. Speaking ability in English as a foreign language also plays an important role in building communication skills. As we know, communication is a part of our daily activities.

Today's youth experiences a media-saturated world from television to movies, the internet, music, magazines, video games and more. According to statistics from the Kaiser Family Foundation (Rideout, Roberts & Foehr, 2005), youth ages 8-18 spend approximately 6.5 hours each day using media, an activity that far surpasses the time they spend with parents, doing homework or playing sports. While television is the most popular media choice, averaging 3 hours 51 minutes a day, other media forms also play an important role. Youth in the age group daily spend approximately 1 hour 44 minutes listening to music, just over an hour using the computer, 49 minutes playing video games, 43 minutes reading and 25 minutes watching movies (Rideout, Roberts & Foehr, 2005). For movies, that equals 9,125 minutes or 152 hours per year.

People, from children to adults, love to go to the cinema to watch some hollywood movies or just simply lie down on their bed and listen to some songs in their playlist. Most of the movies and songs are in English as English is an international language. As a foreign language in our country, English is widely taught since Elementary school. However, almost everybody thinks that English is something that is difficult to learn. What they do not know is that they can learn English through something fun like movies and songs.

Some techniques are used by the teacher to increase students' speaking ability. However, they do not give the students special treatment to make them eager to participate fully in

learning speaking in the class. Students do not like to just sit in the classrom looking at the textbook all day long to learn how to speak in English. Sometimes the students are getting bored by teachers' way of teaching. Teachers need to give them something that they like, for example watching movies. Teachers need to grab their attention so that they are active in the classroom. It will make the teaching learning process become more interesting and enjoyable for both teacher and students. Moreover, students centered learning can be applied in teaching using movies. Students centered learning is important because it gives the students opportunities to lead the learning activities, participate more actively in discussions, explore some topics that interest them, and generally contribute to the design of their own way of study.

Lynch (2006) stated that there are five reasons why movie is used as a teaching media. First, movies can demonstrate varieties of accent. Second, slices of culture can be demonstrated. Third, movies can easily demostrate historical change. Fourth, movies can use audio-visual elements aids in learning, and the last one is movies are simply great to watch. By teaching the students can learn many things that consist in the movie such as culture, history, and others.

With all the problems and theories above, the researcher wants the students to learn how to communicate in English using in a fun way. Therefore, using movies as a media, the researcher wants to see whether movies can improve students' speaking achievement or not. Also, in this study the researcher uses storytelling as the comparison. The researcher chooses the primary students instead of secondary students because the researcher thinks that it is better to learn English when we are still at a young age. In primary school, the researcher chooses the eighth grade students as the sample because the movie is narrative and eight grade students are learning about narrative in the second half of the semester.Therefore, this thesis with the title of The Effect of Using Movies and Storytelling to the 8th Grade Students Speaking Achievement is worth doing.

1.2. Statement of the Problem

Based on the reasons explained on the background of the study above, the research problem is formulated as follows:

"Do eighth grade students who are taught using movies show higher achievement in speaking than those who are taught using storytelling?"

1.3. Objective of the Study

In line with the problem above, the writer would like to find out whether the eighth grade students who are taught using movies show higher achievement in Speaking than eighth grade students who are taught using storytelling.

1.4. Hypotheses

There are two hypotheses in this study. There are alternative hypotheses (HA) and null hypotheses (HO).

HA : There is a significant difference between the speaking achievement of the students who are taught using movies than those who are taught using storytelling.

HO: There is no significant difference between the speaking achievement of the students who are taught using movies than those who are taught using storytelling.

1.5. Significance of the Study

1.5.1   For the English Teacher

The result of this study is expected to assist English teachers in teaching speaking using movies. Moreover, movies can be used to teach students about the right pronunciation and intonation. In addition, by watching movies students can enrich their vocabulary as movies provide real context how English is used or spoken.

1.5.2   For Students

The students can improve their speaking ability in fun ways. Using this technique, students can see that they can actually learn English while they are doing one of their favorite things, that is watching movies.

1.6 The Scope and Limitation of the Study

The subjects involved in this study are limited to the eight grade students of a private school in Surabaya. The researcher does not choose either seventh of ninth grade students as the subject of this study because the material of this study is not relevant with the syllabus of those grades. The language skill that is being taught is Speaking, and the genre in Narative.

1.7 Theoretical Framework

Willingham's reseach (in Mateer:2011) found that audiovisual media helps students easily understand the concept of learning material. However teacher needs other sources to submit the message of material. Also, Chapple and Curtis (in Rafikadila:2013) stated that movie is also so rich in action and visual aids that it is appropriate for listening and speaking activities such as describing scenes and actions.

1.8 Definition of the Key Terms

- Speaking

  Speaking is an interactive process of constructing meaning that involves producingandreceiving and processing information (Brown, 1994; Burns & Joyce, 1997).

- Movie

  A movie is an electronic signal of movinggraphics,pictures, ortextused to combine steady stream of images used for entertainment, education, or other uses.

- Storytelling

Storytelling is the interactive art of using words and actions to reveal the elements and

images of a story while encouraging the listener's imagination.

- Speaking Achievement

  Speaking achievement refers to the students' speaking mastery which is shown by the result of the pretest and posttest.

1.9 Organization of Thesis

This thesis consists of five chapters. The first chapter consists of Introduction of the Study. The second chapter presents the underlying theories of the study. The third chapter discusses the research methodology of the study. The fourth chapter presents the data analysis, findings, and discussion of the findings. The fifth chapter presents the conclusion and suggestion.