**CHAPTER I**

**INTRODUCTION**

1. **BACKGROUND OF THE STUDY**

Language is a tool of communication among people around the world. By using language, we can express our idea, feeling, thought and interact with others in forms of written and spoken. Without the presence of language, it is hard to imagine how people can cooperate and get along with other. However, the presence of language has overcome people’s problems to express and share their feeling, idea and knowledge to others.

Of all the four skills (listening, speaking, writing and reading), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.[[1]](#footnote-1)

Nevertheless, many students in junior high school lack of ability to speak appropriately; confuse in expressing ideas, choosing words and having less confidence. Since Indonesian students learn English as a foreign language and they can be called beginner in English, learning in pleasant circumstances is very important for them.[[2]](#footnote-2)

In teaching speaking, an English teacher has to be a facilitator to students. Teachers must try to give good model in teaching speaking. In this case, an English teacher can use any kinds of media to teach speaking in order to make learning activity cheerful and not monotonous. Interesting media in learning can attract their interest and help their concentration stay longer. There are many media can be obtained easily like movies, videos, music, books, and many others in this modern technology era. [[3]](#footnote-3)

Movie is the interesting media in teaching and learning process. There are some advantages involving film in teaching and learning activity. For example, it can persuade students’ imagination and the characters of the story. By showing film, it can be effective by asking students watch and understand the story of the film. [[4]](#footnote-4)

Animation movie is one of movies genre that students like. This movie is colorful, fun, interesting and liked by people in all ages. As a result, that existing products of people creativity can be used as media in teaching and it can be modified, developed or even created by a creative teacher to be brought into the classroom. However, using animation movies without subtitle is not very helpful for the Indonesian students because of their lack ability in listening. Therefore, this media will be more beneficial when having subtitle on it because the students will see the written language of what they hear.[[5]](#footnote-5)

According to Herwinda Puspitasari’s research by title “*The Use Of Cartoon Movie In Improving Students’ Speaking Ability In Using Expression Of Asking For And Giving Help”,* the result of this research showed that the use of cartoon movie in improving students speaking ability gave a significant effect to improve the students’ achievement.[[6]](#footnote-6)

In this case writer choose *Finding Dory* movie, as a media for student to learn speaking, due to that movie is interesting and rich visual things. Based on writer’s experienced when practice teaching in MTsN 1 Pandeglang, students more interest in telling story and speaking.

Based on explanation above, the writer hopes that students feel easy to apply and practice this technique in speaking skill. This study was included in the category of quantitative research and focused on *Watching Finding Dory Movie With English Subtitle to Improve Students Speaking Skill* (*An Experimental Research at the Eighth Grade of MTsN 1 Pandeglang*). The researcher hope her writing would be useful especially for researchers and generally for readers that interested in this field of study.

1. **Limitation of the Problem**

This is research is limited to the research and object investigated.

1. The researcher will focus on using media *Finding Dory* movie to improve students’ speaking skill.
2. The object of research are students of the eighth of MtsN 1 Pandeglang
3. The research methodology will be used in this research is experimental research
4. **Statements of the Problem**

Based on the background of the study above, the problem of the study are as follows:

1. How is the students’ speaking skill at the eighth grade students of MtsN 1 Pandeglang ?
2. How is the impact of watching *Finding Dory* with English subtitle on students’ speaking skill?
3. **The objective of the Research**

From the statements problem above, this research is conducted with purpose as follows:

1. To know students’ skill at the eighth grade students of MtsN 1 Pandeglang .
2. To know what the impact of watching *Finding Dory* movie with English subtitle on students speaking skill.
3. **Previous Study**
4. Siti Enrichah. The Uses Of Films As Media To Improve Student’s Narrative Speaking .This is a classroom research. The object of this study is the IIB class of MTs Al Hidayah NU 03 Kendal in the academic year of 2010/2011. The methods of collecting data are using test and observation. Meanwhile, a statistical analysis and interpretation are applied to analyze the data of this study. The result of this study shows that in the pre cycle, the students’ average score is 49.76. In the first cycle, the students’ average score is 61.78. It means that there is a progress of students’ achievement after being taught using films. In the second cycle, the students’ average score was 68.69. It could be seen that there is a continuing progress of using films to teach narrative. [[7]](#footnote-7)
5. Ulvia Sulastri Minarta, Potjut Ernawati and Yuliana. *Teaching Speaking By Using Cartoon Movie To The First Year Students Of Junior High School.*The research is conducted to find out whether teaching speaking by using cartoon movie improved students’ speaking skill. For this purpose, 40 students of class VII of SMP 19 Banda Aceh participated in this study which was divided into control and experimental class. The data were collected by using oral test (pre-test and post-test). Then, the results of the test were analyzed by using t-test and speaking criteria proposed by Folse (2006). The findings (post-test of experimental and control class) revealed that t-score was higher than t-table (13.40 > 1.68) with the significant standard α = 0,05 and the degree of freedom = 38. As a result, there was a significant improvement on students’ speaking ability after they learnt with cartoon movies. In this study, the highest points of improvement were vocabulary and pronunciation, followed by grammar and fluency. It may be concluded that the use of cartoon movies improved students’ speaking ability.[[8]](#footnote-8)

From the previous studies above are different with researcher. The differences are as follow. *The first* previous study using animation film to improve students’ narrative speaking. By using classroom action research as method and using test and observation as technique collecting data. *The second* previous study is using animation film for seventh grade of junior high school to teaching speaking. It uses experimental research as the method and pre-test post-test for collecting data.

In this research, the researcher use the title watching Finding Dory movies to improve students’ speaking skill. It use experimental research as the method and pre-test and post-test for collecting data.

1. **The Organization of Writing**

Chapter I : Introduction consist of background of the study, limitation of the problems, statement of the problem, the objectives of the research, previous study and organization of writing.

Chapter II : Theoretical framework consist which explanation of speaking: definition of speaking, types of speaking, assessment speaking, explanation of media: the importance of media in the classroom, explanation of movie as teaching media: definition of movie, types of movie, the advantage of animation movie, English subtitle on the movie, the use of movie in teaching language, animation movie with English subtitle as media to improve students’ speaking skill.

Chapter III : Research methodology consist of method of the research, the place and time of research, population and sample, research variable, the research instrument, the technique of data collecting, the technique of data analysis and research procedure.

Chapter IV : Result And discussion consist of description of data, data analysis, hypothesis testing, interpretation of data.

Chapter V : Conclusions and Suggestion consist of Conclusions and Suggestion.

The final part of this paper consist of a list of references, attachments and list biography of the researcher.

1. Penny Ur, *A Course In Language Teaching Practice*, New York: Cambridge University Press, 1991,.p.120 [↑](#footnote-ref-1)
2. Rafkadilla and Fauzia Rozani Syafe’i, “Developing English Subtitle to Animation Movie as a Media of Teaching Speaking”*, Journal Of English Language Teaching,* Vol. 2, No.1 (September 2013), Series D, 266 [↑](#footnote-ref-2)
3. Erichah Siti, “The Uses Of Films As Media To Improve Student’s Narrative Speaking”, (Thesis Magister, Bachelor Degree, IAIN Walisongo, Semarang. 2011), 2. [↑](#footnote-ref-3)
4. Erichah Siti, *The Uses Of Films As Media To Improve Student’s Narrative Speaking*, 3. [↑](#footnote-ref-4)
5. Rafkadilla and Fauzia Rozani Syafe’i, *Developing English Subtitle to Animation Movie as a Media of Teaching Speaking,* 267. [↑](#footnote-ref-5)
6. Herwinda Puspitasari Eusabinus Bunau and Dewi Novita, “The Use Of Cartoon Movie In Improving Students’ Speaking Ability In Using Expression Of Asking For And Giving Help,” (Journal FKIP UNTAN, Pontianak, 2013), p.1 [↑](#footnote-ref-6)
7. Erichah Siti, *The Uses Of Films As Media To Improve Student’s Narrative Speaking*, x. [↑](#footnote-ref-7)
8. Ulvia Sulastri Minarta, Potjut Ernawati and Yuliana. *“*Teaching Speaking By Using Cartoon Movie To The First Year Students Of Junior High School”, paper presented in English Education International Conference, (Banda Aceh, 12-13 November,2016), 530 [↑](#footnote-ref-8)