**CHAPTER I**

**INTRODUCTION**

 This chapter presents the background of the study, formulation of the problems, the purpose of the study, research hypothesis, significance of the study, scope and limitation of the study, definition of the key terms and research paper organization.

**A. Background of the Study**

Based curriculum in Indonesia, the objective of the teaching English for In Indonesia, it is acknowledged that English is the first foreign language that must be learnt by students from elementary school level up to senior high school level because the government considers that mastering English is one way to absorb the sciences and technology in order to create great human resources. And, it is no doubt that great human resources are very important for national development and existences toward other nations. Besides that, English has become a medium instruction in teaching-learning activity especially for particular lesson in certain school, according to the 2006 school junior high school is to develop students’ communicative competence both spoken and written at functional literacy level (Depdiknas, 2007: 6).

Furthermore, English plays several important roles in our society (country). It is caused, first: by learning English, Indonesian people will be able to make communication much easier with people from other countries and build relationship, so there is no misunderstanding when interacts with them. The second: most of important information in scientific book, magazine, mail and other as like as knowledge about technology, culture, health, and other information are written in English. As we know that there are four main skills in learning English, namely; listening, speaking, reading and writing.

One of the skills that plays the important rule in learning a foreign language, especially English, is speaking. Speaking plays the important rule when we want to communicate with other people, in this case with foreigner. The sentence structure and vocabularies choosing get an extra attention when we are speaking.

Learning to speak foreign language requires more than knowing its grammatical and semantic rules language. Learners in the foreign conversation can practice speaking. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact. The most learners learn a foreign language in order to be able to speak in the foreign.

The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process the information and language ‘on the spot’ (Harmer, 2000:269). The speakers should know the further information surrounding them if they want to keep their speaking in line. When they find something new and strange for them, they should adapt and follow the topic in order to gain new information from the other speaker.

As stated previously, oral communication/speaking is a vital component of the English language arts curriculum and provides the base for growth in reading, writing, and listening abilities. Speaking can be immediate and spontaneous, or planned and deliberate. Confidence and enthusiasm are critical factors in oral language development, and because much oral language is immediate, it involves taking risks. Student learning is most effective when there is a relationship of mutual trust, when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal situations.

Speaking serves two important functions in the classroom: the social and the intellectual. Students' oral language skills develop in conjunction with their expanding social awareness and their ability to reflect upon and reconstruct experience. As a social function, speak helps students adjust to ideas and ideas are reformulated to facilitate student understanding. Within this function, students share information and ideas with listeners by speaking informally and sharing through conversation. Speak is also used to form relationships through language.

Unfortunately, speaking in foreign language; especially in English is considered to be difficult for some students in Indonesia. It can be caused they do not know what to say, the use of mother tongue and the lack of topic and confidence to speak. It is not quite rare that some teachers still dominant in the class, especially in speaking class; where teacher speaks a lot and give a little chance to the students to speak up, that is why students lost their passion to speak in speaking class. This condition makes the students’ speaking ability in English can’t improve. Furthermore, there is almost no variety media (e.g. by allowing students to bring newspaper or articles from the internet) in speaking class make students very easy to feel bored and of course it gives a direct impact in their speaking ability; where they don’t have any new information to tell to their friends. Besides, it also needs the role of the teachers in teaching speaking; both in encouraging students to speak up or express their ideas and as a perfect model in speaking. Variety media will be useless if both teacher and students do not know how to use it.

Actually, there are several activities and media which can be used in order to help the students in improving their speaking ability, for example by presenting storytelling, group discussion, buzzing, watching movie etc. In this research, the writer uses movie as the media to help the students in improving their speaking ability.

The use of movie as one of the authentic materials is believed that it can attract the students’ attention because it has many colorful pictures, besides, movie is also an audio visual media, and it means that we can both see and listen it. By using movie, students not only can hear what the speaker’s says, but also they can see the natural conversation among the characters in the movie; the way how the characters speak to the interlocutor (the mimics, the body movement) also can be observed and this is the way how to make students who learn foreign language get closer to the native speaker. Hopefully, from this activity, students are really helped in improving their speaking ability.

The researcher chose MAN Tulungagung 2 to do the research since MAN Tulungagung 2 has two kinds of curriculum which is used in this GOC (Global Oriented Class), those are Cambridge Curriculum and Indonesia Curriculum as we know as School Based Curriculum where the students should be able to master English, especially in speaking. Besides, both teacher and students use English in teaching and learning process. The use of movie is expected to give better way to improve students speaking ability. The use of movie is expected to give better way to improve students speaking ability. Accordingly, the research entitled:

**“The Effectiveness of Using Movie as Authentic Material to Improve Students’ Speaking Ability of the Eleventh Grade Students of GOC (Global Oriented Class) XI IPA 2 of MAN 2 Tulungagung”**

**B. Formulation of the Study**

 Based on the background of the study, the problem of this study is formulated as follows:

1. How is students’ speaking ability before being taught by using movie?
2. How is students’ speaking ability after being taught by using movie?
3. Is there any significant different score before and after being taught by using movie?

**C. The Purposes of the Study**

 Based on the research problem, the study is intended to:

1. Find out the students’ speaking ability before being taught by using movie.
2. Find out the students’ speaking ability after being taught by using movie.
3. Find out significant different score before and after being taught by using movie.

**D. Research Hypothesis**

 The hypothesis of this study as follows:

1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is different score to the eleventh grade students of GOC IPA 2 MAN Tulungagung 2 before and after being taught by using movie. The different is significant.
2. If T-Test score is smaller than T-table, the Null hypothesis (Ho) is rejected. It means that there is no different score to the eleventh grade students of GOC IPA 2 MAN Tulunagung 2 before and after being taught by using movie. The difference is not significant.

**E. The Significance of the Study**

 The researcher hopes that the result of the study will give contribution to:

1. The Teachers

1. Teachers know the level of students’ mastery in speaking.
2. The result can be used to determine step and strategy in both teaching and learning speaking. So, teachers can reach the good teaching as a feed-back to improve the quality of English teaching learning speaking, and it can be as the important information that movie as one of the authentic materials also can be used to improve students’ speaking ability.

2. School

The finding is hopefully useful for the school as an informative data in improving the students’ speaking ability by using movie.

3. The Writer

The writer can enrich her method in teaching speaking because it will give some knowledge about using movie as the authentic materials in teaching speaking to the writer. Therefore, the researcher know the benefit of teaching speaking by using movie optimally, the researcher gets useful experiences in teaching speaking by using movie.

**F. Scope and Limitation of the Study**

There are many activities which can be used to improve students’ speaking ability, such as role play, story telling, watching movies etc. The scope in this study is teaching speaking by using movie as a media toward the improvement of the students’ speaking ability of the second grade students of MAN 2 Tulungagung.

The implementation in this research, the writer limits the study only with the effect of movie. Therefore, the writer limits the study in writing the research paper only on using movie as a media in teaching learning speaking because it can be used as a perfect model in speaking, movie has a natural conversations (the vocabularies choosing, the word order, etc.) which can be used as a good model in speaking, besides it also provides many colorful pictures and interesting stories which can make the students more interested.

**G. Definition of the Key Terms**

 In this part, there are some explanations from the title mentioned in the previous items.

The definitions of key terms are as follows:

**1. Movie**

Movie is [a](http://ardictionary.com/A/1) [form](http://ardictionary.com/form/5208) [of](http://ardictionary.com/Of/869) [entertainment](http://ardictionary.com/Entertainment/3485) [that](http://ardictionary.com/That/2574) enacts [a](http://ardictionary.com/A/1) [story](http://ardictionary.com/Story/16077) [by](http://ardictionary.com/By/9543) [a](http://ardictionary.com/A/1) [sequence](http://ardictionary.com/Sequence/4928) [of](http://ardictionary.com/Of/869) images [giving](http://ardictionary.com/Giving/2065) [the](http://ardictionary.com/The/2611) [illusion](http://ardictionary.com/Illusion/633) [of](http://ardictionary.com/Of/869) [continuous](http://ardictionary.com/Continuous/11398) movement. **Movies**, also known as **films**, are a type of [visual](http://simple.wiktionary.org/wiki/visual) [communication](http://simple.wikipedia.org/wiki/Communication) which use [moving](http://simple.wikipedia.org/wiki/Movement) [pictures](http://simple.wikipedia.org/wiki/Picture) and [sound](http://simple.wikipedia.org/wiki/Sound) to tell [stories](http://simple.wikipedia.org/wiki/Story) or [inform](http://simple.wiktionary.org/wiki/inform) (help people to learn about new ideas). In this research, the researcher used cartoon movie and the title is Bee movie where this kind of movie is suitable for all ages. Moreover, the way how each character spoke in English is quite easy to be understood and the plot is also easy to be followed so that the students didn’t get any difficulties in understanding both what the speaker’s said and the movie plot.

**2. Authentic Material**

The important thing to start with is to narrow down the meaning of ‘authentic materials’. Yes, it is obviously a worthwhile thing for the students to have meaningful experiences in the classroom, to make language learning an educational process of self development and discovery as well as the learning of a language tool. But this has little or nothing to do with authentic materials. For using authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who takes into the classroom a newspaper article, an advertise­ment, a pop song, a strip cartoon, or even a bus ticket, is using authentic materials. Teachers have always introduced such realia into their classrooms, and always will.

**3. Ability**

According to Stenberg (1995)ability is the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.

**4. GOC (Global Oriented Class)**

 Global Oriented Class (GOC) is a class in MAN Tulungagung 2 where the students get extra lesson, especially in foreign language; it’s quite common in this class to use English and Arabic in their daily conversation in the class. Besides, it is usual for the students using sophisticated technologies (e.g. laptops, LCD, etc.) in the class during the teaching learning process.

**H. Research Paper Organization**

The organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I is introduction which deals with the background of the study, formulating of the problem, the purposes of the study, the significance of the study, scope limitation of the study, definition of the key terms, research paper organization.

Chapter II is review of literature. It consists of underlying theories that include: acronym of speaking, definition of School-Based Curriculum, technique in teaching speaking, media in teaching speaking, evaluation which can be used in assessing speaking, the role of the teacher in teaching speaking and the technique in teaching speaking by using movie.

Chapter III is the research method. It covers: research design, population and sampling, variable, source of data, techniques of collecting data, instrument, procedure in teaching speaking by using movie, and technique of data analysis.

Chapter IV deals with result and discussion of the study that is loaded of result that contain of data of research finding, data analysis, hypothesis testing and discussion.

Chapter V presents the conclusion of the study and suggestion for further study.