

CHAPTER 1

INTRODUCTION

This chapter presents background of the study, problem identification, limitation of problem, problem statement, purpose of the study, and significances of the study.

1.1 Research Background

The ability to speak is an important skill in exchanging ideas and information using English. The essence of learning English is being able to establish communication with listeners and listeners are able to understand the information presented by the speaker (Ellis & Shintani, 2014). However, Indonesian citizens' ability to use English is still said to be weak based on English Proficiency Index result in 2021 (Melvina & Julia, 2021). This is due to several factors, namely English is not the main language and its position is only as a foreign language (Lauder, 2008). Students perceived that English is very difficult to master (Mudra, 2020). Lack of vocabulary, differences in grammar between their mother language and English, and pronunciation (Gordon, 2020). The key to be able to speak English fluently is doing continuous practice. However, in the context of EFL, students rarely get the chance to speak English because English is not used in their society.

The use of appropriate teaching strategies is also a significant factor in determining the success of teaching speaking. In teaching speaking, teachers are encouraged to pay attention to accuracy and also fluency (Ellis, 1989). The process of teaching speaking should leave the traditional ways such as repeating after the teacher, memorizing a dialog, or responding to drills, reflecting the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or

repetition-based which was popular in 1970s (Richards & Renandya, 2002). Those techniques extensively focus on one dimension of speaking which is pronunciation in the 21st has been concerning skepticism and has been abandoned (Pan et al., 2021).

A book, a marker, the board, and CD player are several types of conventional media used by teachers in classroom. Using traditional media prevents students from become active learner since they are only producing sentences with the vocabulary they learn in class (Purba et al., 2021). A language learning process also requires the usage of additional materials outside of textbooks; these additional materials can be made or authentic (Ahmed, 2017). Authentic material includes print, video, and audio resources including magazine articles, films, and podcasts. Incorporating authentic materials into language classrooms immerses learners in real-world language use, helping them experience its practical application. It also demonstrates that language is a living, dynamic tool, while providing accurate information that aids both language learning and comprehension of the broader world (Ozverir et al., 2016).

In 21st century and in the industrial era of 4.0, the rapid development of technology currently presents several alternative teaching and learning strategies that can be utilized and implemented in the classroom (Liang, 2021). In fact, technology is not new in education field since it has been used in language education since 1970s (Warschauer, 2000). Technology is increasingly being used in the era of the Covid-19 pandemic where learning takes place virtually with the help of technology-based platforms (Tan et al., 2021).

One example of technology that has been widely use in supporting language

teaching and learning is the audio-visual animated movie. The advancements in broadcast and multimedia technology, particularly in audio-visual content like movie clips, have made it easier to use in contexts where a second or foreign language is being used (Mofareh, 2019). Using film as one example of audio-visual in teaching is very helpful and useful for beginners to understand language skills and to remember contexts or new and complex patterns and words (Wang, 2009). It is a well-known fact that audio-visual materials are a great help in stimulating, facilitating and providing authentic language input of a foreign language (Çakir, 2006). Students have a significant opportunity to speak when speaking is taught utilizing audio-visual tools. Additionally, it gives students the chance to improve their accuracy and fluency while maintaining a high level of motivation.

The rich contextual environment offered in certain learning approaches enables students to adopt more spontaneous learning strategies, fostering critical thinking and broadening their knowledge beyond the limitations of textbooks. This approach supports the assimilation of extensive new information and enhances learning processes (Sankey et al., 2010). Furthermore, many foreign language educators employing the audio-lingual method have expressed the need for refinements or modifications to traditional teaching methodologies.

Hofmann (2018) supported animated feature helps students to develop imagination because they are more excited to see and to speak that is lead to achieve optimal potential in speaking as well. The fact that the films deal with issues that are close to the real world of the students is one more reason why they are suitable for the EFL classroom. Animated movies, according to Canning-Wilson (2000) , may intrigue and drive student's interest. They may draw students' attention

because they offer both audio and visual approaches to learning. By observing the speakers' visual performances and hearing their voices, this media may assist students in understanding the message being conveyed. As a result, the pupils can adapt their spoken language to the animated images.

Li and Wang (2015) argue that integrating movies into educational activities provides students with an authentic language environment, helping them to identify cultural differences between their native language and the target language. This process not only boosts learners' motivation but also enhances their adaptability in real-life scenarios, ultimately strengthening their communication and application skills in the foreign language. Similarly, Khoshniyat and Dowlatabadi (2014) highlight that English-language movies can equip learners with an extensive range of vocabulary, syntax, and other linguistic skills essential for improving English proficiency. Vocabulary plays a pivotal role in developing speaking skills, as it is the foundation for expressing ideas in English. Without a solid vocabulary base, students are unable to effectively comprehend or use the language. As Nation (2019) explains, vocabulary involves understanding both words and their meanings, emphasizing that proficiency in a language cannot be achieved without first building a strong vocabulary foundation.

Arulchelvan and Yunus (2020) stressed that utilizing words, gestures, sounds and visuals in the classroom embodies the ideas of motivating students to develop their learning process, expanding knowledge, using language skills, and collaborating with other students. By giving students the right opportunities to communicate and assert themselves to get over their speaking challenges, teachers can engage their students in the process of reciprocal communication and

meaningful dialogue (Azlan et al., 2019).

As a result of their multimodal nature, audiovisual texts, which integrate the verbal sign with images and music, are enticing and interesting for language learners because they deliver information through numerous channels, enhancing memory retrieval (Moreno & Mayer, 2007). From an EFL standpoint, exposing students to audiovisual content with a certain lexicon can help them learn and use it more effectively (Tight, 2010). The visual aids give chance to students to make a more professional and consistent performance (Shabiralyani et al., 2015). Learning using audio-visual media helps the students to recall the situation from when they had heard or seen it, they would quickly remember new words. Chaves-Yuste and de-la Peña (2023) mentions that implementing audiovisual media such as podcast may be suitable and efficient tool to work on linguistic skills, above all, the oral ones, in the EFL classroom.

Several studies had been conducted in finding how audio-visual can affect students' speaking competency. Albiladi et al., (2018) found that there are many advantages to watching movies for learners to improve their language skills. Movies can help students learn a language more authentically by boosting their motivation, improving their oral and communication skills, and strengthening their cultural understanding. A study conducted by Syafril and Kurniawati (2021) found that audio-visual material was motivating and increase students' learning participation. Audio-visual in videos, in particular, are useful tools for learning because they can fill the gap between real life and school life by providing visual examples to help learners understand their lessons (Bal-Gezegin, 2014).

Although many researchers have conducted studies on the influence of

audio-visual media on English speaking skills, few have explored the use of animated movies on speaking competence. Animated movies can be a powerful tool in teaching speaking skills because they combine engaging stories with realistic conversations. These films offer students a chance to see and hear language in action, complete with tone, expression, and body language that add depth to spoken words. By watching characters interact in relatable ways, students can pick up on how language flows naturally in conversations, making it easier to practice speaking in a way that feels authentic (Brown, 2019). Additionally, because animated movies tend to capture students' interest, they encourage active participation and students might mimic lines or describe scenes, which builds their confidence and speaking fluency (Smith & Peterson, 2021).

Animated movies are a fun and effective way to help EFL students improve their speaking skills. They provide real-life examples of how English is used in everyday situations, including pronunciation, tone, and common expressions. Since animated movies combine visuals with dialogue, they make it easier for students to understand what's happening and connect words with actions. Watching characters interact can teach students practical phrases and expressions that they can use in real life. Plus, the universal themes in most animated movies make them interesting and relatable for students of all ages (Ismaili, 2013).

Using animated movies in class also gives students more chances to speak through activities like role-playing, dubbing, or talking about the story and characters. These tasks help students practice speaking in a relaxed and creative way, which builds their confidence. For example, after watching a movie, students

could work in pairs to act out a scene, change the dialogue, or even create their own ending. Animated movies are also a great way to learn about culture and idiomatic expressions in context, making the learning experience more enjoyable and meaningful (Çakir, 2006). By including animated movies in speaking lessons, teachers can create a more engaging and interactive learning environment for their students.

When it comes to teaching English, animated movies and videos each offer unique advantages. Animated movies are immersive, engaging students with stories, characters, and vivid visuals that make language learning feel more natural and fun. This medium often introduces vocabulary and expressions in a real-world context, helping students connect emotionally and retain what they learn. On the other hand, videos typically shorter and more topic-focused are ideal for honing specific skills, like vocabulary or grammar, in a more direct and targeted way (Jones, 2018). Looking at the students' speaking problem and the opportunity of bringing a more authentic teaching strategy, the current study aimed at investigating the effect of audio-visual animated movie on students' speaking competency.

1.2 Problem Identification

1. Students in SMK Harapan Denpasar have difficulties in expressing their ideas and thought in English
2. Students were lack of vocabulary and made lot of wrong pronunciation
3. Traditional teaching such as translation still applied in classroom to teach Speaking
4. Audio visual has not yet utilized in teaching speaking

1.3 Problem Limitation

This study focuses exclusively on animated movies as the medium to enhance speaking skills, without comparing other types of multimedia resources or teaching methods. The study is also limited to students at SMAK Harapan Denpasar, which may restrict the generalizability of the findings to other schools or age groups with different linguistic or cultural background.

1.4 Research Question

Based on the research background, problem identification and research problem limitations, research questions can be formulated into the following questions:

1. Is there any significant effect of animated movie on 10th grade students of SMAK Harapan Denpasar' speaking competency?

1.5 Research Objective

Based on the statement of problem above, the main problem in this research is to analyze if there is any significant effect of audio-visual animated movie on students' speaking competency.

1.6 Significances of the Research

The significance of the study can be viewed from theoretical and practical significance.

1.6.1 Theoretical Significance

The results of this study will enrich the empirical resources related with teaching English especially speaking skill using audio-visual animated movie area as well as supporting the theories presented in teaching English using authentic

teaching strategies.

1.6.2 Practical Significance

- For Teachers

The results of this study provide information for teachers about the implementation of audio-visual animated movie in teaching speaking/

- For Students

This research is expected to be a reference for increasing students' motivation in learning English.

- For Schools

This study is expected to be a reference in making policy regarding the improvement of learning process conducted by the teachers, so that the objectives of the education at school can be optimally met.

- For Researchers

This study is expected to be able to be used as a source of reference for further researchers.

