

CHAPTER I

INTRODUCTION

A. Background Of The Research

Everyday, people use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situation. People communicate with other, and in order to communicate properly they use language. By using language, they can express their ideas, feelings, thoughts, and minds. It means that they use the language as a mean of communication. The use of language itself has played an important role in human life

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. *First*, unlike reading or writing, speaking happens in real time. Usually the person you are talking is waiting for you to speak right then. *Second*, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/ oral or written) Teaching speaking is sometimes considered a simple process. Commercial language school around the world hire people with no training to teach conversation.¹ we can see that people regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

¹ David Nunan, *Practical English Language Teaching*, (New York: MC Graw Hill, 2003) p. 48.

When we build our communication with other person or country, we should learn about their language. How the communication can transform comprehensively, we need good language especially in speaking. The importance of Speaking is stated in the Holy Qur'an Surah al Hajj verse : 24 :

وَهُذُوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهُذُوا إِلَى صِرَاطِ الْحَمِيدِ ﴿٢٤﴾

“And they were guided to pure speech and were guided to the path of the All Praiseworthy” (al Hajj: verse 24)

Courses in listening and speaking skills have a prominent in language programs around the world today. ever-growing needs for fluency in English around the world because of the role of English as the world's international language has given priority for finding more effective ways to teach English. it is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills.²

The spoken language is the focus of classroom activity there are often other aims which the teacher might have. For instance, helping the students to gain awareness of or to practice some aspect of linguistic knowledge (whether a grammatical rule, or application of a phonemic regularity to which they have been introduced) or to develop production skills. ³ In spoken language, much of the meaning is determined by the context. So production skills include grammatical rule is very important here.

Language use can occur only after the learner has learnt the grammar and vocabulary of the language. The immediate communication

² Jack C Richards , *Teaching, Listening And Speaking From Theory To Practice*, (New York : Cambridge University Press, 2008) p 1

³ Rebecca Hughes, *Teaching and Researching Speaking*, (United Kingdom: Logman, 2002) p.6

view believes that the speaking skill is developed from the(earliest).⁴ Grammar and vocabulary is part of language that cannot be separated. Each other can make spoken language can be understood by the context.

According to Lowman superior college teaching involves two distinct set of skills. The first is speaking ability which includes skills not only in giving clear, intellectually exciting lectures but also in leading discussions. The second is interpersonal skills that allow one to create a short of warm, close relationship with students that motivate them to work independently. In order to become an excellent college teacher, one must be outstanding in one of these sets of skills and at least competent in the other.⁵

Approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions than the teaching listening. "speaking" in traditional methodologies usually meant repeating after teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based or repetition based methodologies of the 1970s. the emergence of communicative language teaching in the 1980s led to changed views of syllabuses ad methodology, which are containing to shape approaches to teaching speaking skills today. grammar based syllabuses were replaced by communicative ones built around nations, functions, skills, task, and other non-grammatical units of organization. fluency became a goal for speaking courses and this could be developed through the use of information gap and the other task that required learners to attempt real communication, despite limited proficiency in English. in so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.⁶

⁴ Martin Bygate, *Speaking*, (New York: Oxford University Press, 1987) p.56

⁵ Jaganath Mohanty, *Educational Technology*, (New Delhi: Deep & Deep publications.LTD, 2005) P. 47

⁶ Jack C Richards, Richards , *Teaching, Listening And Speaking From Theory To Practice*, (New York : Cambridge University Press, 2008) p 2

In the beginning today, media has important role in learning process. It must be realized that media are aids to communication and particularly useful to young children for making the teaching-learning process interesting and meaningful. But all care and precautions must be taken in planning, preparing and utilizing these media as effectively. Every medium should be used in right time, in the right place and in the right manner. Active participations as well as interaction should be promoted in the classroom. Reasonable feedback should be provided for improving the media as well as ensuring success of the communication process.⁷

Film is one of media to teach report text materials. Film is a dramatic performance that is recorded as a moving image, whether on film or videotape. Using film as a means for teaching report text can be very pleasing and interesting for the students. By using English film students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of film, they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

B. Reason For Choosing The Topic

There are some reason for choosing the topic. They are as follows :

1. The writer wants to encourage the students that have good quality in English in speaking skill especially in speaking report text
2. To introduce a new method in teaching spoken report text for SMA N I Bergas
3. To make speaking class more interesting, enjoyable with film as a materials.
4. Speaking is a life skill. One of the best ways to make the students communicate well is by doing much practice.

⁷ Jaganath Mohanty, *Educational Technology*, (New Delhi: Deep & Deep publications.LTD, 2005) P 62

5. The teacher's lack of understanding of the importance of using media in the classroom. They do not realize that monotonous class lead the students into reluctance in learning English.

C. Questions of The Research

How much effective is the use of film to facilitate students' ability in speaking report text at the eleventh grade of SMA N 1 Bergas in the academic year of 2012/2013?

D. Objective and Benefit Of The Research

The objective of the study in this final project is to know the effectiveness of film as a medium to facilitate students in learning speaking report text at the eleventh grade of SMA N 1 Bergas in the academic year of 2012/2013?

E. Benefit of The Research

The result hopefully will give contribution to English language teaching and learning, i.e.

1. The teacher

The result of the study is expected to be a consideration in teaching speaking to SMK students, stimulating the teacher to be creative to develop and explore interesting media in teaching speaking`

2. The students

This study will hopefully help the students improve their speaking ability and also motivate them to communicate in English.

3. The reader

This study will provide description about how films help students produce oral report texts.

4. The writer

To add more knowledge about discourse study especially on speaking report text.