

## **CHAPTER I**

### **INTRODUCTION**

In this part, the writer would like to discuss some points of the introduction of research. The points are the background of the study, research question, definition of key terms, objective of the study, significances of the study, and organizations of the thesis.

#### **A. Background of the Study**

Speaking skill is used to communicate directly, face-to-face or not (via cellphones) with other people. According to Abata (2021: 1186), English speaking is a necessary skill for students to develop during their learning process a language to succeed in today world and teachers need to develop these skills from beginning grades to ensure that they can use English fluently at the end of their school. Speaking is the productive skill in the oral mode (Supina, 2018: 129). It concluded that speaking is more complicated that it seems at the first and involves more than just pronouncing words.

Language skills about speaking activities are communication skills that can help us receive or produce ideas clearly and precisely. According to Charles in Nuranalisa (2020: 17) says that language is a system of symbols through which people communicate. Charles explains that the symbol may be spoken, written, or sign with the hand. In Indonesia, English is a foreign language subject that is included in the education curriculum. Teaching English is an activity that is not easy for some teachers, especially schools

located in rural areas. Based on information obtained from one of the teachers, he said that there are several problems of students in learning English, which causes it to be not conducive and students' lack of understanding of the material presented by the teacher. These problems include mistakes, unfamiliarity, and the environment. Mistakes in speaking English make students not confident in learning English. Unfamiliarity makes it difficult for students to pronounce words or sentences in English. In addition, an unsupportive environment makes it difficult to practice the material. Due to some of these problems, teachers are required to overcome. It is making a teachers have to find appropriate teaching methods and techniques.

Based on the information from an English teacher whom the writer met on December 13<sup>th</sup>, 2021, that the problems are also faced by the students of SMA Negeri 1 Sirampog. The teacher found several problems related to students' speaking activities and interaction between teachers and students is less active. The students feel that speaking English is very difficult. Problems arise in pronunciation, they often just guess how to pronounce a few words without trying to check on the dictionary, whether the words they say are correct or not. The problem also arises when learning is related to speaking skills there are rarely students who want to practice because they do not know how to read. A second language will be easier and more fluent if you practice a lot, but most students do not want to put a lot of effort into practicing it. SMA Negeri 1 Sirampog is the school does not yet have a language

laboratory, but it has many facilities to support English learning activities. SMA Negeri 1 Sirampog is the only public school in the Sirampog area. Educational parameters in high school must be superior to private school. Therefore, it can be concluded that the English learning at SMA Negeri 1 Sirampog needs interesting learning method and fun media to improve students' enthusiasm, so they can also improve their speaking skills through practice in the class. The existence of learning media in classroom activities will increase students' enthusiasm, so that the students will be conducted optimally in learning process.

Overcoming the problem of speaking skills is not easy and requires the right technique. The best technique to overcome speaking problems is to increase practice. The Total Physical Response (TPR) method is recognized as often used by teachers in overcoming learning in the classroom. Total Physical Response is a strategy that introduces the study of a language through the synchronization of dialog and action. English teachers can apply this method in the classroom to teach language because it involves body movements, imitation, gestures, and listening skills to prepare students to develop speaking skills. According to Asher in Richards and Rodgers (2001: 73) he sees learning of the second language for adults as a process parallel to the acquisition of the first language for a child. Asher retains that adult should rediscover this process and act in the same way as a child learning the mother tongue.

Generation 'Z' students are different from millennial generation students. Their activities are more often associated with technology media. Through media, teachers can use it to improve speaking skills, including by using film. Using film can attract students' attention to study, besides that it makes the learning atmosphere not monotonous. Through the film, students can imitate the character's gesture when getting imperative sentence from other characters as a form of treatment from the TPR method. In addition, the use of film can help students improve pronunciation properly and correctly by paying attention to the dialogues of the characters, so that they can pronounce the sentences in the dialogue by imitating to practice their speaking skills. The use of film with TPR method can be implemented in the classroom in some materials that contains imperative sentence such as, Asking and Giving Direction, Conditional Sentence, procedure text, etc. The reason for this is that TPR is a language teaching method built around the coordination of speech and action; he tries to teach language through physical (motor) activity (Richards & Rodgers, 2001: 73).

From the problems that have been described above, the writer would like to propose the thesis entitled "The Effectiveness of Using Film with TPR Method on Students' Speaking Skills".

## **B. Research Question**

How is the effectiveness of using film with TPR method on students' speaking skills on eleventh-grade students of SMA Negeri 1 Sirampog?

### C. Definition of the Key Terms

There are a few keywords to make the reader more understand about the terms within the content material of the have a look at:

#### 1. Effectiveness

Fraser (1994: 104) in Tyas (2019: 4) defines effectiveness as a measure of the match between stated goals and their achievement.

#### 2. Speaking Skills

Tarigan in Yanti (2021: 513) defines speaking as a language skill that is developed in chill life, which is produced by listening skill, and at the period speaking skill is learned. Speaking is a productive skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

#### 3. Film

According to Arsyad in Khaldun (2019: 16), Film or live images are image in frame by frame is projected through the lens of the projector mechanically so that on the screen the image appears alive. A film, also known as a “movie” or a “motion picture,” is a series of moving images shown on a screen, usually with sound, that make up a story. Some people like to see new films at the theater as soon as they are released.

#### 4. TPR Method

Richard in Yanti (2021: 515) states that Total Physical Response is a language teaching method that uses speech and gesture collaboration which is an attempt to teach language through an activity. The method mimics the manner babies study their first language, and it reduces pupil barriers and decreases pressure. TPR aims to create a brain connection between speech and motion to enhance language and vocabulary study.

#### **D. Objective of the Study**

This study aims to find out the effectiveness of using film with TPR method on students' speaking skills on eleventh-grade students of SMA Negeri 1 Sirampog.

#### **E. Significances of the Study**

The findings of the study are expected to be relevant and useful theoretically and practically.

##### 1. Theoretically Significance

This study gives solution to find out the appropriate method in teaching speaking.

##### 2. Practically Significance

The findings of this study are expected to be useful for:

###### a. The Writer

The result of this writer is to fulfill the requirement of graduation. In addition, it is also intended to find out the results of research conducted on the effectiveness of the implementation of the

TPR learning method through English film and song in improving the English-speaking skills of the eleventh grade of SMA Negeri 1 Sirampog.

b. The Reader

Hopefully, this study can help to improve speaking skills.

3. Pedagogically Significance

There are two significances of this part, as follow:

- a. For the teacher, the result of the research is also expected to be useful for English teachers in improving students' speaking skills and creating interesting and fun learning.
- b. For the students, the writer hopes the result of this research can encourage the students to improve their speaking skills.

**F. Organizations of the Thesis**

The writer divides this study into five chapters. These chapters include an introduction, review of related literature, method of investigation, findings and interpretation, and conclusion and suggestion. Chapter I is an introduction that consists of background on the study, research questions, definition of the key terms, objective of the study, and signify of the study. Chapter II reviews the cancer of related literature that consists of theoretical study, previous studies, and theoretical framework. Chapter III is a method of investigation, there would be research design, the source of data, the technique of data collection, and the technique of data analysis. Chapter IV is finding and interpretation. Chapter V is the conclusion and suggestions.