

I. INTRODUCTION

1.1 Background of the Problem

Speaking is an essential tool for communicating, thinking, and learning. By having good ability in speaking we can convey information, ideas and maintain social relationship by communicating with others. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently. It is supported by British Council's report (1998) which states that more than two billion people use English to communicate. Many people think that the ability to speak a language is the product of language learning.

Speaking as the most important skill, because speaking is the measurement of language product. Speaking skill is considered as the most complex skill, because in speaking skill there are many other skills that should be mastered too, they are; pronunciation, vocabulary, fluency, grammar and comprehension. Speaking is one of oral communication that is learned by students from Elementary School until Senior High School but it will be useless to master much vocabularies and grammar if they can not use them in communicating and interacting with others.

Mastering speaking skills in learning English is a priority for many second language and foreign language learners. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis

of how much they have improved in their speaking language proficiency

Richards, (1990).

Renandya, (1999) stated speaking is one of the central elements of communication. In EFL (English as Foreign Language) teaching, it is an aspect that needs special attention and instruction. In learning speaking teacher have to provide effectiveness of learning, it is necessary for EFL teacher to examine the factors, condition and components that underline speaking effectiveness. It means the EFL teacher has to give more attention toward speaking skills by analyzing the effectiveness of learning speaking.

In addition, Richard (1990: 122) explains the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and pronunciation. Besides there are many reasons causing English learners poor in speaking skills, such as lack of curriculum emphasis on speaking skills, teachers' limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills.

Based on English curriculum for Senior High School, students are expected to be able to express the utterances in spoken form. They should speak fluently, acceptable pronunciations, grammatically, comprehensibly and communicative to communicate with the others. However, based on the researcher's observation when he took PPL at second grade of SMA N 1 Simpang Pematang Mesuji

Lampung, many Senior High School students can not speak English. In general, they have difficulty in speaking English. There are many problems that made students cannot speak English, such as: students' lack of vocabularies, lack of grammar, lack of pronunciations, and also they are afraid to speak English. It is also supported by previous research of a student Unila found that the students of senior high school have difficulties in their speaking ability Eka (2011). They need strategies in speaking to help them speak grammatically, fluently and communicatively.

Concerning the problem that the students had in speaking, the researcher tried to help them to make them fun in learning speaking through animation video.

Nowadays Information Technology has given an important contribution to our learning and information sharing. The learning via multimedia with animation appears to be an attractive approach. This research was focused on animations in learning speaking English language for first grade of senior high school. The current English language books for students that were available in the market did not really attract students to read them. People especially students have easily bored when reading this kind of material that only serve text and some graphical objects.

Animations proposed innovative ways of knowledge to students. Through animation, the boring books could be transformed into an interesting and attractive learning, not only motivating students but also a very effective way to improve acquired knowledge about English language. Teachers could also use this system to explain the material. The system tended to be an easier method of

learning the language with the combination of multimedia elements such text, audio, graphic, and animation.

The researcher hoped that by using animation videos as the media, the students would be enthusiastic in teaching learning process as the result they would pay attention to the material that would be given by the teacher, and also researcher hoped would be able to improve students' speaking ability. It was hoped that the result of students' speaking was not only to make them speak fluently, grammatically, right in responding, and acceptable pronunciations but also they would be more confident in speaking English.

For this reason, the researcher was interested in using animation video as the learning media to improve the students' speaking ability. In this case the researcher would focus on animation video as the media that could improve speaking skill at their level on Senior High School. The use of animation video was supposed to develop of students' speaking ability and to motivate them to speak up and also built students' confident in speaking English. Because the researcher believed that the students would not be afraid when they were talking with an animation video. In learning process the students focused on animation video and the each student would response the animation for communication. The process of learning speaking by taking communication with animation video hoped would be improved students speaking ability.

Referring to the background, the researcher was going to apply animation video as media of English learning in order to improve students' speaking ability at first grade of SMA N 2 Kalianda Lampung Selatan.

1.2 Research Questions

1. How is the process teaching learning using Animation Video at first grade of SMA N 2 Kalianda?
2. Do Animation Videos have positive effect in improving students' speaking ability at the first grade of SMA N 2 Kalianda?

1.3 Objectives of the Research

1. To find out whether animation video have positive effect to improve students' speaking ability.
2. To find out the process of teaching learning speaking by using animation video.

1.4 Uses of the Research

1.4.1 Theoretically

The result of this research was expected to be used in supporting the idea and theory that teaching speaking through animation video could made students' enthusiastic in learning English, made students active in teaching learning process and can improve students speaking ability.

1.4.2 Practically

The result of this research may become new information for EFL teacher that animation video as media of teaching speaking could improve students speaking ability.

1.5 Scope of the Research

This research was quantitative research. This research was conducted at the first grade of SMA N 2 Kalianda. One class was chosen by researcher to experimental class by using random sampling technique. This research was to find out whether there was any positive effect about students' speaking ability after the usage of animation video as the media of learning for teaching speaking to students at the first grade of SMA N 2 Kalianda. The focused of animation video were about responding the animation with some topics they were: introduction, shopping and sport in order to communicate in real situation. The types of teaching speaking provided responsive in treatment and for pretest and posttest the researcher used interpersonal dialogues. The material based on the KTSP curriculum of SMA N 2 Kalianda. There were pre-test before three times treatments and post-test after giving treatments in this research.

1.6 Definition of Terms

Some terms are defined in order to give basic understanding of the related variables and concepts. These are stated below:

1. Speaking is oral communication. It is a two ways process between speaker and listener involve productive and reactive skill of understanding.
2. Multimedia is a combination of five media elements which is text, graphic, animation, sound and video.
3. Animation video defined as all moving images whether on television, cinema, or video clips incorporated into computer applications that involve

subtle changes in a sequence of stationary images presented in time, the fourth dimension, giving the illusion of connected movement.

4. Improvement is an effort in changing something low previously to be higher.