

THESIS
USING ANIMATED PICTURE TO TEACH SPEAKING
(A CLASSROOM ACTION RESEARCH)



EVAN MECZANDRO HADJOH

REG. NO: 12117041

ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Teaching English to speakers of other languages (TESOL) is the application of linguistics to the teaching of English to speakers of other languages. A degree in TESOL is always in demand both in Indonesia and abroad. A career path in TESOL can result not only in the more obvious professions related to education (e.g., English language teacher, teacher trainer, program administrator, curriculum developer, materials developer) at the primary, secondary, and tertiary levels, but also in a variety of areas that require the skill set developed within a TESOL degree program (e.g., research, publishing, advocacy, government).

Regarding teaching English to the speaker in other languages, some experts on ELT mostly share the same opinions. As said by Rebecca (2006, p 144) that speaking is the first way in which children learn everyday language and it is the biggest part of the involvement of most people with linguistic activities and it is the main motor of language change. In learning English, someone will definitely find various difficulties which can diverse from one person to the other. For most Indonesian learners, for example, many have low fluency in English as well as in conveying information or explaining something in English. As one of the language skills, speaking must be mastered in order to be able to communicate with others.

Setiawan (2019) reported the news from the Education First training institute about the recently-released index of English language proficiency in countries in the world entitled English Proficiency Index (EPI). This index measures the level of English proficiency in non-speaking countries around the world. It is reported that the Netherlands has the highest EPI index, followed by Sweden, Norway, and Denmark. Indonesia's neighboring country, Singapore, is in fifth place. The Philippines is in 20th place and Malaysia is in 26th place. Meanwhile, Indonesia is in 61st position.

Facing such low EPI, it seems necessary that children should be prepared well to have the ability to speak or communicate well. Pursuing speaking is the main requirement to be taught not only to the adult but also the young learners. That is why English should be given to young learners when they are in kindergarten as well as when they enter primary and secondary schools. Harmer (2007:123) states that there are three main reasons for making students able to speak in the classroom. The first is speaking for the opportunities to practice speaking in real life. Second, where the students try to use the language, they should know how to provide feedback for teachers and students. Everyone can see how successful they are and what language problems they are experiencing. And finally, the more

students have the opportunity to practice various language elements in their brains, the more automatically they use these elements. Therefore, good speaking activities should be attractive to students.

One of the learning media used today in assisting learning is to use animated pictures. According to Suheri (2006), animation is a collection of images that have been processed in such a way as to produce movement. In a similar way, Munir (2013: 381) says that animation can be interpreted as an image containing objects that seem to come alive because the collection of images changes regularly and is displayed alternately, while according to Ariyati and Misriati (2016: 117) animation may be a shot to make a static presentation come alive.

The implementation of animated pictures in teaching English in general and in teaching speaking, in particular, has been proven to be effective in various ELT settings. The study by Niati, Mukhaiyar, and Rozimela (2014), for example, found that the students who were taught with animated films had better narrative text speaking skills than students who were taught with picture stories. Meanwhile, the study conducted by Khrisnan and Yunus (2018) showed that the use of animated cartoons via YouTube channel enhanced the students' exposure to English which then resulted in students' increase their vocabulary mastery, a necessary and important of speaking skill.

The researcher's interest in conducting the current study was related to his teaching experience in SMA Negeri Keberbakatan Olahraga Flobamorata Kupang. In the learning process, the researcher found that students from Sma Negeri Keberbakatan Olahraga Flobamorata Kupang still had the problems in speaking. Therefore, the researcher will use pictures arranged sequentially through several variations of guided and free writing exercises. The sequence of images in question, for example like comic strips, provides the subject matter for writing narration and for speculating about stories beyond the pictures in the strip.

Based on the description above, the writer wants to present the research questions as follows:

1.2 Statements of the problem

This study purposes to answer the following questions:

1. Is the use of animated pictures in teaching speaking can improve vocabulary, grammar, and pronunciation of the Eleventh Grade Students of Sma Negeri Keberbakatan Olahraga Flobamorata Kupang?
2. What is the speaking ability level of the Eleventh Students of Sma Negeri Keberbakatan Olahraga Flobamorata Kupang after being taught by using animated pictures?

1.3 Objectives of the study

Based on the problems above, the objectives of the study are as follow;

1. To find whether the use of animated pictures in teaching speaking can improve vocabulary, grammar, and pronunciation of the Eleventh Grade Students of Sma Negeri Keberbakatan Olahraga Flobamorata Kupang
2. To find out the speaking ability level of the Eleventh Grade Students of Sma Negeri Keberbakatan Olahraga Flobamorata Kupang after being taught by using animated pictures.

1.4 Significance of the study

This study has some significance for the English teacher and the writer, as presented below:

1. To the English teacher:

This study can be used as a strategy in teaching English especially in using the picture to teach speaking.

2. To the writer:

By conducting this research, the author will enrich his knowledge to find out more about the use of pictures in teaching English to improve students' ability in speaking.

3. To the students

This is very important because, through this, students can be more interested in learning English, one of which is through animated pictures