CHAPTER I

INTRODUCTION

A. Background of the Study

Language is important in building communication with others. It can be a device to express ideas verbally. As an international language, English has not only been used in daily activities, but also in knowledge and business fields. It is important for the absorption and development of the knowledge. English is also taught in formal and informal education. In formal education, it is taught from kindergartens to universities. Meanwhile, in informal education it is taught in courses related to daily activities.

In the teaching and learning process, English receives high attention from the government. The goal of teaching and learning English as an international language in Indonesia is that the students can communicate in both spoken and written English. It is also stated in *Panduan Pengembangan Silabus dan Panduan Pengembangan RPP SMP*, (Kemendiknas, 2006), that the function of language is to communicate. A student could not be said that he/she acquires English if he/she is not able to use English to communicate although he/she gets good marks for acquiring vocabulary and English structure.

The students get involved in the learning process if their cognitive, affective, and psycho motorist aspects focus on the learning activities they are doing. Thus, it is necessary to design various teaching techniques in order that the learning objectives can be achieved. The teaching techniques are designed based on a certain approach to make the learning process run as effectively as
possible. According to Brown in Heimlich and Norland (1994: 25), cognitive function can be viewed from visual symbols or images to facilitate achievement of the objectives to understand and recall information or messages contained in the images. Affective functions can be viewed from the comfortable level of students when learning (or reading) the text with a picture. Pictures or visual symbols could arouse emotions and attitudes of students, for example information concerning social or racial issues. Psycho motorist function is the core, namely attracting and directing attention to the students to concentrate on content related to the meaning of the displayed visual or text accompanying the subject matter. Often at the beginning of the lesson, the students do not pay attention to the teacher because they do not like the subject matter that the teacher teaches.

The implementation of a teaching technique in the class is influenced by two main factors. The first factor is related to the students’ personal factors such as motivation, attitude, self-confidence, and aptitude. The second factor is related to the learning process such as learning styles, teaching media, learning materials, learning strategies and teachers’ roles.

The teachers have a big role in improving students’ speaking motivation. Teachers of foreign language can improve their students’ motivation by creating comfortable and interesting teaching environment. The teachers help the students achieve the goal by facilitating them in an interesting and learning environment. Besides improving students’ motivation by creating the environment, the teachers can also use interesting and appropriate teaching
techniques. It will help a lot in improving students’ interest with a certain subject, especially English as a foreign language.

Based on the observation, some problems were found in the English teaching and learning process in SMP 4 Depok, Babarsari, Sleman, Yogyakarta. To enhance the success of learning, some efforts to overcome the problems should be done, one of which is by improving students’ motivation.

Using Adobe flash video-based learning media in the class could be one of the classroom teaching techniques. It could raise students’ motivation in speaking. The students could focus more on the materials given by the teacher. By teaching using learning media, the students were expected to give a good response to the lesson.

B. Identification of the Problem

Based on the observation, the researcher found some problems of the speaking teaching and learning process of Grade VIII of SMP Negeri 4 Depok as follows. Firstly, the teacher took only a little role in her teaching and modified a little activity to improve the performance of students’ language skills. This problem made the learning activities boring because it was monotonous and less challenging activities for some students. Moreover, the technique that was conducted by the teacher in the classroom could not accommodate the students to communicate with and learn the language effectively.

Secondly, there were two tendencies during the English class. The first was that the students did not actively involve themselves in the class
activities. The second was that the students did something unrelated to the English lesson, for example they drew something in their books, played around, and disturbed each other.

The next problem was that the students had low attention span. They easily got bored with the monotonous activities so that they always felt sleepy during the lesson. From the problems identified above, the researcher focuses the study on improving the students’ motivation in the speaking teaching and learning process for grade eight students of SMP Negeri 4 Depok, Babarsari, Sleman.

C. **Formulation of the Problem**

Based on the background, the identification and the limitation of the problem above, the research problem was formulated as “How could Adobe flash video-based learning media improve the students’ motivation in the speaking learning process at Grade VIII of SMPN 4 Depok in the academic year of 2011/2012?”

D. **Objective of the Study**

Related to the formulation of the problem, this research was aimed at improving the students’ motivation in the speaking learning process through Adobe flash video-based learning media at Grade VIII of SMPN 4 Depok in the academic year of 2011/2012.
E. Significance of the Study

Based on the research objective of the study, there were some significances that could be gathering from the research. The significances were as follows:

1. The research can motivate the students to improve the students’ English learning.
2. The research can change the teacher’s ways of teaching and always motivate the students to learn.
3. The research can motivate the school principal and school staffs to improve their service.