

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, the problem of the research, the purpose of the research, the limitation of this research, the significance of the research and the definitions of key terms.

A. Background of the Research

English involves four main skills they are listening, speaking, reading, and writing. Among these, speaking is regarded as an important productive skill that significantly influences a learner's success in mastering English. According to Harmer, speaking and writing are categorized as productive skills, which are skills where students must produce their own language¹. In the specific context, narrative speaking functions as a productive skill that enables learners to recount past events or experiences, helping them develop systematic and logical thinking while organizing a coherent sequence of events in spoken form².

Based on brief interview with the English teacher and one of the students from X-A from MA Al Fattahiyyah, it was found that the practice of teaching speaking skills remains predominantly conventional. The common methods implemented are conversational practice (dialogue) between the teacher and the

¹ Jeremy Harmer, *How to Teach English*, 2007th ed. (England: Pearson Education Limited, 2007).

² Azizatul Khoir, Aurel Keisha Jessenianta, and Wahyu Indah Mala Rohmana, "Utilizing Narrative Text as a Means of Incorporating Literature into English Language Teaching to Enhance Students' Listening and Speaking Skills," *JETLEE : Journal of English Language Teaching, Linguistics, and Literature* 4, no. 1 (2024): 68–77, <https://doi.org/10.47766/jetlee.v4i1.2251>.

students and using conventional media such as using objects as tools for describing speaking skills. This conventional approach results in a passive and monotonous classroom atmosphere, which reduces children's motivation and imagination. Inadequate stimulation causes students to face cumulative fundamental difficulties. They not only struggle with psychological barriers, but also do not know what to say or how to say it³. Therefore speaking remains one of the most challenging skills for many learners to acquire. Many students still struggle with limited vocabulary, low confidence, low motivation, anxiety, shyness, fear of making mistakes and difficulty conveying ideas fluently in real-time conversations⁴. One promising form of visual media in this context is the CGI (Computer Generated Imagery) animated short film. It refers to an animation that is the development of CGI digital technology⁵. The advantage of CGI animation over other types of animation lies in its more detailed visual elements, such as facial expressions, character design, and lighting. In addition, the use of videos with minimal dialogue provides stronger visual support, which can help students build richer mental images and strengthen schema formation during the learning process.

In speaking instruction, CGI animated short film can stimulate students to speak by giving them a clear storyline, interesting characters, and natural

³ Fitria Murni, "Enhancing Students' Skill In Speaking Narrative By Using Picture Series," *English Language Teaching and Research* 2, no. 1 (2018): 113–23.

⁴ Aisha Ganesh Ratnasari, "EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering Department," *Journal of Foreign Language Teaching and Learning* 5, no. 1 (2020), <https://doi.org/10.18196/ftl.5145>.

⁵ Zhentao Sun, "What Does CGI Digital Technology Bring to the Sustainable Development of Animated Films?," *Sustainability (Switzerland)* 15, no. 14 (2023), <https://doi.org/10.3390/su151410895>.

contexts for them to respond to orally. Through watching the film, students can practice retelling stories, describing characters, predicting events, and expressing opinions based on the visual narrative. In addition, the visual support in the film can reduce students' anxiety because they have concrete ideas to talk about. This sequence of scenes provides structured visual support, that can stimulate students' ideas and help them organize their thoughts in language use. The sequence of scenes also serves as a framework for the narrative structure, thereby reducing confusion in story organization. The presence of visual context can also alleviate students' anxiety as they have a visual 'anchor' to guide them. Finally, engaging videos can stimulate students' imagination and creativity in developing details and elements in their stories. Furthermore, a clear sequence of scenes helps students organize the flow of events in a narrative, thereby offering concrete guidance in constructing a coherent narrative structure. By offering a clear and engaging sequence of events, CGI animated short film can help students generate ideas more easily, develop their imagination, and construct a coherent narrative in speaking activities.

Although several researches have proven the effectiveness of using animated films on speaking skills, limited previous research has specifically examined the use of CGI animated short films for students' narrative speaking ability through fractured narrative tasks. Therefore, this research aims to fill the gap by examining the effectiveness of CGI animated short films as authentic media for narrative speaking skills among tenth-grade students at MA Al Fattahiyyah. Consequently, this research is entitled "The Effectiveness of CGI

Animated Short Films on Narrative Speaking Skills among 10th-Grade Students at MA Al Fattahiyyah."

B. Formulation of Research Question

Based on the background of the research, the following research questions can be drawn "Does the use of CGI animated short films have significant positive effect on students' narrative speaking skills among the 10th grade students at MA Al Fattahiyyah?"

C. Objective of Research

This research aims to determine whether CGI animated short films have significant positive effect on narrative speaking skills among the 10th grade students at MA Al Fattahiyyah.

D. Hypothesis of Research

The hypothesis does not represent a definitive conclusion; rather, it must be tested through empirical research. In this research, the proposed hypotheses are as follows:

1. H_0 = The use of CGI animated short film does not have a significant positive effect on the narrative speaking skills among the 10th grade students at MA Al Fattahiyyah.
2. H_a = The use of CGI animated short film has a significant positive effect on the narrative speaking skills among the 10th grade students at MA Al Fattahiyyah.

E. Scope and Limitation of the Research

This research focuses on the effectiveness of learning media on narrative speaking skills. Specifically, it aims to determine the effectiveness of the CGI animated short film on narrative speaking skills among the 10th grade students at MA Al Fattahiyyah. The research subject is chosen because at this level, students have a good balance between language skills, cognitive abilities, and the difficulty level of the material. However, they often face various challenges, such as not being able to compose ideas expressed through speaking.

The media used in this research is a CGI (computer-generated imagery) short film with minimum dialogue. The short mainly relies on the power of visual storytelling, supported by audio elements such as background music and sound effects, to convey the story and create the atmosphere.

There are two main variables. The independent variable is the use of CGI animated short film as learning media, which serves as a factor that influences students' narrative speaking skills. Meanwhile, the dependent variable is students' narrative speaking skills, which becomes the measured aspect to see the effectiveness of CGI animated short film in learning. These speaking skills will be tested through several main aspects, namely fluency, pronunciation, grammar, vocabulary, and coherence.

The limitation of this research lies in the use of CGI animated short film as the medium and as a source of authentic material, the researcher

take the medium from Youtube because of the limitation of ability in creating CGI animated short film. In addition, the main aspects analyzed in this research are fluency, pronunciation, grammar, vocabulary, and coherence.

F. The Significances of Research

The researcher expects that the result of the study is useful for:

1. For students, CGI Animated short film can be a method to help students in organizing idea to practice speaking.
2. For teachers, this research provides a useful contribution in helping English teachers find alternative solutions in teaching speaking.
3. For the researcher, this research is able to add the knowledge and experience in speaking learning.
4. For the other researchers, the researcher hopes that this research can be used by other researchers who are interested in English to obtain useful information.

G. The Definition of Key Terms

1. Based on the theory from Brown and Labov, narrative speaking is a productive skill that allows learners to tell a sequence of events, helping them develop systematic and logical thinking while organizing a story into a coherent structure. In the context of this research, narrative speaking is not limited to recounting personal past experiences, but rather refers to students' ability to orally reconstruct and modify a story

based on a visual narrative source. In this case, a CGI animated short film by altering one element of the original story and retelling it as a coherent sequence of orientation, complication, and resolution.

2. A CGI (computer-generated imagery) animated short film is a short animated film in which all visual elements are created using computer-generated imagery (CGI) through digital graphics software, allowing creators to build entire worlds or subtle visual elements that enhance storytelling⁶⁷. In this research, the term refers specifically to a dialogue-free CGI animated short film, one that conveys its story purely through visuals, background music, and sound effects rather than spoken dialogue. This dialogue-free characteristic is used to stimulate students in constructing and orally retelling a fractured narrative, as the absence of a fixed linguistic model requires students to independently generate their own spoken language based on the visual story.

H. Systematic Writing Structure

This research is structured with several main chapters to guide readers in understanding the research. Chapter I consists of the introduction, which the background, research questions, objectives, hypothesis, scope and limitations, significance, definition of key terms, and writing structure. Chapter II consists of the literature review, previous studies and conceptual

⁶ Rafael Abreu, "What Is CGI? How CGI Works in Movies and Animation," Studiobinder, 2025, <https://www.studiobinder.com/blog/what-is-cgi-meaning-definition/>.

⁷ WeVideo, "What Is CGI? Your Guide to Movie-Making Magic," WeVideo, 2024, <https://www.wevideo.com/blog/what-is-cgi>.

framework. Chapter III explains the research methodology, including the research design, research location, variable, population, sample and sampling, instruments, data analysis, and research stages. Chapter IV includes research findings. Chapter V includes discussion. Finally, Chapter VI provides conclusions and suggestions based on the research results.