CHAPTER I

INTRODUCTION

In this chapter, the writer explains about subsequent section which include the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the limitation of the study, the hypotheses, the significances of the study, the definition of key terms, and the outline of the research.

1.1 Background of the Study

Language is the most important thing in communication. People use language to express feeling and ideas to the other person. According to Mirabela and Anamaria (2011), studying a foreign language, from kindergarten to university, provided an individual with a better understanding of grammar, which in turn train them to clearly express their thoughts. It gives them strong vocabulary skills and a broader perspective in their thinking. Therefore, they must have it to communicate and be a part of sociality.

There are so many languages in the world. It depends on the countries and regions. However, English used as the international language in the world among other languages. It is used to express their ideas and emotion. In Curtain and Dahlberg (2004), exposure to a foreign language serves as means of helped children to intercultural competence. It is used as a medium to interact with one another, to fulfill their daily need.

It is learned formally at school. Even it is learned at school, most of students today do not interested in it. They are accustomed to use their mother tongue in their daily life. This is the huge problem which makes them got difficulties to improve their speaking ability in English. Students who are studying it, they need experienced of real communicative situations which show them how to express their opinions.

There are many factors affect the students' anxiety in English speaking. One of them that they are not confidence to speak English.They are afraid to make mistakes. The teacher should correct students' mistakes wisely. Then the teacher should consider that some students feel afraid of making mistakes during the teaching and learning process. It looks like simple but this is the major reason. Several students who have high confidence can improve their ability in speaking. On the contrary, the students who do not have high confidence can not improve their ability in speaking.

Based on the writer experience, teaching speaking was done by the teacher. For example when the teacher taught us the expression of pleasure, the students were asked to look up the page and they read it. After that, the teacher explained the materials and asked the students to make a short conversation which consisted of pleasure expression. Teacher allowed students to make a script with their friends and then bring it in front of the class while they were performing. If students made mistakes, the teacher only give correction such as give the right pronunciation. The writer thought that technique would not gave students progress in speaking.

As the solution, the writer wanted to help the students in improving their speaking ability by using cartoon film. According to France (2010), cartoon is an effective pedagogical technique because it makes a learning environment in which students' experience of motivation to recognize and produce humor. The students can view and analyze visual images that enhance memory. By using cartoon as a media in teaching speaking, it makes

students know how the native speaker speak and they got motivation to speak English well. It does not only teach students how to speak well but also give kind of moral value in narrative story that useful for them. The characters movement of the cartoon film and it has a storyline, which does not make students bored. This kind of media was suitable to teach students of senior high school to speak.

1.2 Reasons for Choosing the Topic

This study took consideration as the following reasons:

1. In K13 curriculum of tenth grade students, narrative is one of genre text that should be learned.

2. Speaking is a skill that must be mastered by tenth grade students. There were several aspects of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. It is considered to be difficult for them in mastering speaking.

3. Cartoon film is considered as media to connect students' speaking difficulties in the context of narrative text. That gave students real experience how native speaker pronounce something in English. It helped them easier in learning speaking especially in narrative text.

1.3 Research Question

Based on the background of study, the writer designs the research question into the following:

Is the use of cartoon film effective to improve students' speaking ability on narrative text?

1.4 Objective of the Study

Based on the research question above, the objective of the study is as follows:

To find out whether the use of cartoon film is effective to improve students' speaking ability on narrative text.

1.5 Hypotheses of the Study

According to Airasian (2000), H_o hypotheses (Null Hypothesis) is hypothesis in which there is no significant difference relationship or difference between variables. Meanwhile H1 (Directional Hypothesis) is hypothesis in which there is significant difference. That difference will favor interactive media instruction.

In this study, the hypotheses are formulated as follows:

H_o: There is no significant difference in students' speaking ability who are taught by using cartoon film for the tenth grade students of SMA Islam Sultan Agung 3 Semarang.

H1: There is significant difference in speaking ability students' who are taught by using cartoon film for the tenth grade students of SMA Islam Sultan Agung 3 Semarang.

1.6 Limitation of the Study

The limitation of the study makes the problem not to be wider. The writer limits this study into the following:

Object of the study   : Cartoon film to improve students' speaking ability on narrative text.

Subject of the study   : The tenth grade students of SMA Islam Sultan Agung 3   Semarang.

1.7 Significance of the Study

The result of the study in the field of education may give some advantages tostudents and English teacher as the following:

a. Pedagogical significance

This research is hoped to motivate students to be more active in the classroom. The result of this study is also expected to make good interaction between English teacher and students during speaking session.

b. Practical significance

1. For the teacher

   The result of this research is hoped to help English teachers solving problems in teaching especially speaking.

2. For the students

   Cartoon film can be used as media to improve students' speaking ability of narrative text and it may guide and encourage them to know how the way native speakers speak.

3. For the reader

   The readers expected that after read this study, the readers may find more information about students' speaking ability by using cartoon film.

1.8 Definition of Key Terms

To make the topic easy to be understood, the writer defines the key terms used in this study. They were:

1. Speaking Ability

   According to Harmer (2007), speaking is the ability to speak fluently not only about the language but also the ability to process and language.

2. Narrative Text

   According to Anderson (2003), narrative text tells a story using spoken or written language. It is a piece of text which tells a story and in doing so, entertains or informs the reader or listener. It could be communicated using radio, television, books, newspaper, and computer files.

3. Cartoons

   According to Bahrani and Soltani (2011), cartoons can be used as a useful means of improving the learning atmosphere. They usually have a particular aspect or situation that helps students focusing on learning.

1.9 Outline of the Research

This final project consists of five chapters that the writer systematizes into chapter I, II, III, IV, and V

Chapter I is introduction. It includes background of the study, reasons for choosing the topic, research question, objective of the study, limitation of the study, hypothesis, significances of the study, definition of key terms, and outline of the research.

Chapter II includes review of related literature. It describes speaking, film, cartoons, narrative text, and review of previous study.

Chapter III is method of study. It includes research design, subjects of the study, variable of the study, instrument of the study, validity, reliability, procedure of the research, and method of data analysis.

Chapter IV discusses the description of the school, the description of the respondents, the reliability, pre-test analysis, the treatment activities, T-test analysis, and the discussion.

Chapter V deals with conclusion and suggestion.