

Hak Cipta Diindungi Undang-Undang

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English, there are four components of language skills namely listening, speaking, reading and writing that should be learned by the learners deeply and appropriately. Those four skills cannot be separated since they are integrated.

One of the skills is speaking. According to Long and Jack (Wahyudi, 2013: 3) speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components in speaking, speakers can produce a good spoken language. It means that speaking has some components that should be mastered by the speaker. Those are pronunciation, listening and grammar skill.

According to Harmer (1985:246), speaking is one of productive skills. Speaking is a skill involving some kinds of production on the part of language user. It can be define that speaking is an ability to produce the language orally. Speaking is one of the basic language skills that must be given a special emphasis in the language classroom. In the language classroom, speaking should be taught interactively and communicatively. The teacher has to give his or her students the opportunity to interact with each other, and thus, to communicate or interaction using the target language.

Many problems that faced by the students on English classroom, especially in speaking. First, most of the students became addicted to Indonesian language in interacting or communicating while they are in English class because they have low motivation in learning English especially in speaking and they think that English is only as compulsory subject of school. Second, students were not motivated by interesting materials or asked to take an active part in the classroom. As the effect, the students did not get involved actively in the learning process.

Dealing with the problems above, it is so essential for the teacher to pay attention in motivated students and teaching speaking. There are many ways to motivate the students to speak English and make them interest to the material, one of them is through a teaching with video or cartoon video. The video is interesting and make the students enjoy while learning and watching activities, so that they try to collect some information about the video. Naylor and Keogh (2013:6) points out that “concept cartoon or cartoon video can provide an accessible entry point for language learning and can help learners to develop their language skill, and also it is suggested for less confident students, having voices speaking for them gives them the confidence to discuss their ideas”.

There are some advantages in teaching with video, one of them is seeing language in-use, the students do not just hear language, but they see it too. Another advantage is motivation, most students show an increased level of interest when they have a chance to see language in use as well as hear it

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(Harmer, 1985:282). So, the cartoon video can motivate students and make them relax while learning as well as to solve their speaking.

Based on defenitions above, it is so essential for the teacher to pay attention in teaching speaking. The teacher should provide various ways for speaking activities to develop basic interactive skills required in education and social life. Those ways make the students more active in learning process and at the same time their learning more meaningfull and fun.

State Islamic Junior High School Naumbai is one of Islamic Junior High Schools on Kampar Regency that uses School- Based Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) as its guidance in teaching and learning process. English subject in this school is learned twice a week with the allocation of time is 2 x 40 minutes for each meeting. KKM (passed score standard) for English subject especially for the second grade students is 75. Thus, rubric for minimum competence criterion (KKM) can be seen in the following table:

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Table I.1
Rubric for Minimum Competence Criterion (KKM)

NO	Description	Scoring	
		Score	Mark
1	a. Students can express text of monologue very accurately, fluently and rhyming to interact with their surroundings orally.	81–100	A
2	b. Students can express text of monologue accurately, fluently and rhyming to interact with their surroundings orally.	61–80	B
3.	c. Students have limited skill to express text of monologue to interact with their surroundings orally.	41–60	C
4.	d. Students have little skill to express text of monologue to interact with their surroundings orally.	21-40	D
5.	e. Students have not skill to express text of monologue to interact with their surroundings orally.	0-20	E

From the rubric above, some of the students still have low minimum competence criterion (KKM). They also got low score for English on mid semester and final semester test. By interviewing Mrs. Apriyanti, S.Pd, one of the English teachers of the second grade students at the State Islamic Junior High School Naumbai Kampar Regency, she had tried to teach her students properly. The teacher already used several strategies and techniques, for example small group discussion, work in pairs, asking and answering. But, it was not effective enough. Based on preliminary observation done by the writer, there were several problems faced by students in speaking class. It can be seen in following some phenomena above:

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1. Some of the students felt anxiety when speak in front of the class.
2. Some of the students had lack vocabulary to speak English.
3. Some of the students had lack using English in communication.
4. Some of the students were not motivated by interesting material.
5. Some of the students had score under the standard minimum for speaking class.

The writer is interested in investigating the phenomenon above into a research entitled: *The Effect of Using Cartoon Video on Retelling Story in Speaking Ability of the Second Grade Students at the State Islamic Junior High School Naumbai Kampar Regency.*

B. Problem

1. Identification of the Problem

The description of the background and the symptoms above, the problem can be identified as follows:

- a. Why did some of the students still felt anxiety when speak in front of the class?
- b. Why did some of the students still had lack vocabulary to speak English?
- c. Why did some of the students lack using English in communication?
- d. Why were some of the students not motivated by interesting material?
- e. Why did some of the students had score under the standard minimum for speaking class?



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2. Limitation of the Problem

To avoid misunderstanding and to clarify the study, the writer should limit the research focus or topic. The writer limited the study on students' speaking ability that concern on the students' accent, grammar, vocabulary, fluency and comprehension in retelling story by using cartoon video at the second grade students of the State Islamic Junior High School Naumbai Kampar Regency.

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

- a. How is the second grade students' retelling story in speaking ability taught by using Cartoon Video at the State Islamic Junior High School Naumbai Kampar Regency?
- b. How is the second grade students' retelling story in speaking ability taught without using Cartoon Video at the State Islamic Junior High School Naumbai Kampar Regency?
- c. Is there any significant effect on second grade students retelling story in speaking ability taught by using and without using Cartoon Video at the State Islamic Junior High School Naumbai Kampar Regency?

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C. Objectives and Significance of the Research

1. Objectives of the Research

Specifically, this research intends:

- a. To find out how the speaking ability in retelling story of second grade students at the State Islamic Junior High School Naumbai Kampar regency is taught by using Cartoon Video.
- b. To find out how the speaking ability in retelling story of second grade students at the State Islamic Junior High School Naumbai Kampar Regency is taught without using Cartoon Video.
- c. To find out whether or not there is any significant effect of using and without using Cartoon Video on the speaking ability in retelling story of the second grade students at the State Islamic Junior High School Naumbai Kampar Regency.

2. Significance of the Research

Besides, the specific objectives above, this research are also directed to the significance of the research:

- a. Hopefully, this research is able to benefit the writer as novice researcher especially in learning how to conduct a research.
- b. This research are also hoped to be useful and valuable, especially for students and teachers of English at The State Islamic Junior High School Naumbai Kampar Regency to be considerations for their future teaching and learning English process.

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- c. Besides, these research findings are also expected to be positive and valuable information for those who are concerned in the world of teaching and learning English as a foreign or second language.
- d. Finally these research findings are also expected to be practical and theoretical information to development of the theories on language teaching.

D. Reasons for Choosing the Tittle

There were some reasons why the writer interested in conducting this research. They were:

1. The writer promoted to investigate the speaking ability of retelling story of second grade students at the State Islamic Junior High School Naumbai Kampar Regency.
2. The topic of this research is relevant to the writer as one of the students of the English Education Department.
3. The writer was able to carry out this research regarding the time, finance, and the writer's knowledge.
4. As far the writer was concerned, this research has never been investigated by any researcher yet.

E. Definition of the Term

There are so many terms involved in this research. Thus, to avoid misunderstanding on the terms used, the following terms are necessary defined as follows:



1. Effect

According to Hornby, effect is a change that something or somebody causes in something or somebody else, or result. In addition, Richard states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is referring to the implication of two different variables in this quasi experimental research between two variables (X and Y). X is referring to the use of cartoon video and Y is referring to the speaking ability in retelling story of the second grade students. It means that, effect is referring to the implication of the use of Cartoon Video toward the speaking ability in retelling story of the second grade students at the State Islamic Junior High Naumbai Kampar Regency.

2. Cartoon Video

Using medium is more useful in teaching and it has been applied as teaching materials for language teachers. According to Naylor and Keogh (2013:6) points out that "concept cartoon or cartoon video can provide an accessible entry point for language learning and can help learners to develop their language skill, and also it is suggested for less confident students, having voices speaking for them gives them the confidence to discuss their ideas". So, it can be used by teacher with students as ways of presenting content, starting conversation, and providing illustration for concepts. In this research, cartoon video is used by the writer to know the effect of cartoon video on the speaking ability in retelling story of the second grade students at the State Islamic Junior High School Naumbai Kampar regency.

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3. Speaking Ability

According to Harmer (1985) speaking include in productive skill. Speaking is a skill involving some kinds of production on the part of language user that means that it is an ability to produce language orally. On the other hand, according to Long and Jack in Dedi Wahyudi (2013;1) speaking is a complex set of abilities that involves many components; including pronunciation, listening and grammatical skills. By mastering the components involved in speaking, speaker can produce a good spoken. In this research, it refers to ability in speaking of State Islamic Junior High School Naumbai.

4. Retelling Story

According to Wahyudi (2013; 51) retelling is an activity done by the students to retell the story obtained from reading, watching and listening. Retelling story can build students comprehension in certain story has given. It requires the reader or listener to reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand, retelling as recounting story by the student's own words orally. In this research, it refers to the students speaking ability on retelling the story of cartoon video of State Islamic Junior High School Naumbai Kampar regency.