

CHAPTER I

INTRODUCTION

A. The Background of The Study

Language is an important communication tool in everyday human life, where language can provide a stimulant for humans to carry out social activities that can express one's experiences, feelings, desires and opinions. Communication tools include all systems of patterns of sound that are understood and shared with others of thoughts, emotions and desires. Thus, language is very useful in all aspects of life. Without language we will not be able to communicate and without communication we cannot know everything. English is an international language and its presence is very much needed in all fields, both in the work environment to government. English plays an important role in all aspects of society, including aspects of communication, technology, politics, education, trade, media and many other aspects.

English has become the international language of communication. Almost every nation uses it to communicate with other nations in the world, including Indonesia. Each other uses English and can understand each other. However, the dialect they use has differences and it is influenced by the accent of the local language. Like Indians, Thais, Filipinos, or even Indonesians who often use their local accents such as Javanese, Sundanese and others. Considering that Indonesia has many cultures, therefore, many styles of speech are produced. Accents in Indonesia can affect student's pronunciation in speaking English.

Bruce Smith, Ann R. Bradlow, and Tessa Bent (2003) with the title *Production and Perception of Temporal Contrasts in Foreign Accented English* stated that adults who learn foreign languages generally carry accents from their mother tongue. Pronunciation is the most important thing in communicating because when we mispronounce a word it will change the meaning of the word and can cause negative meaning when communicating. *The key to successful communication is to be able to speak effectively and articulately which is linked to one's success in life as it occupies an important position both individually and socially* (Amiri, Jahedi, & Othman, 2017, p. 120-126).

English in Indonesia is a foreign language, therefore Indonesia adheres to the EFL (English Foreign Language) system, therefore people in Indonesia are not fluent in English. Actually English is understood by most people but some people don't use English to communicate and only a few people dare to communicate fluently in English, this seems to be a problem that has become a common reason for not wanting to speak English because they can't, lack of vocabulary and fear of mispronouncing (*mispronounce*). In fact, speaking English is not based on the size of can and cannot and the size of mastering vocabulary, but the ability to speak English is from the willingness to be brave. A very appropriate way is to force yourself to be brave and try to apply speaking English in daily activities.

Speaking is a behavior that must be learned, then mastered. The more often you practice speaking skills, someone is said to be skilled in speaking. Practicing speaking skills is one aspect of teaching language skills in English. Learning to speak as a skill certainly requires conditions that support the

achievement of learning objectives, both teachers and students in learning. One of the conditions that support the learning of teachers' speaking skills is creating a sense of familiarity. The sense of familiarity that is meant is that the teacher creates fun learning and creates learning with material that is close to students so that students easily understand. A good teacher will try to foster an atmosphere of close communication, as in everyday conversation. The expected response from the listener is active communication. In addition to good communication, teachers also need to insert models or media when learning in class. The models and media used will certainly affect students' asking for the material so that students' understanding is more honed and students' desire to have an opinion on something is higher. Learning to speak English also requires a lot of practice and attention. Students must be able to speak English to meet the requirements of the current Indonesian curriculum. When they can communicate in a good way it means they have achieved the goal of learning English. It is important for students to learn how to speak in a foreign language from native speakers which students eventually need to imitate them.

However, based on the results of interviews with teachers at Al Faiz Islamic Boarding School Junior High School regarding learning English speaking skills of students in class, the teachers said it was difficult to create good communication to have a sense of familiarity due to the characteristics and levels of students' different speaking skills. Another factor related to the low speaking skills of students according to the teachers of Al Faiz Islamic Boarding School Junior High School is from the components of learning in schools, including the

changing curriculum that requires them to adapt. The teachers also said that the use of models and media in learning are not maximal in their use, especially in speaking English skills.

Based on the results of observations and interviews, there are several factors that cause the low value of speaking skills, namely (1) the teacher still controls the class so that only a little interaction and communication occurs during learning, (2) the teacher does not use media in the classroom learning process, (3) the teacher still use the local language on several occasions during learning. In the end, learning English is not interesting for some students because students are not involved in learning starting from arguing, concluding, expressing ideas or ideas. Efforts to achieve this goal is not easy. Students' understanding of grammar is low. They also have a limited vocabulary. *The students are not confident with their grammar, afraid of being criticized, lack of vocabulary, shy, worry, and anxious* (Yuniwati, Wijaya & Rosnija, 2010). Low student speaking participation. When the English learning process takes place, they are not active in the classroom. They tend to be passive.

In this study, researchers used media in the learning process. Media is a tool or intermediary used to convey and present a message or information. The use of a media can be effective in the learning process because it can attract students' focus during the learning process. One of the more effective learning media used by researchers is using visual media in the form of cartoon animation. The use of cartoon media is an effective learning media because it attracts students' attention. Students can be immediately interested in something that is

seen directly through the sense of sight which stimulates the performance of the student's brain to develop and convey ideas, ideas and thoughts from what they see. By using this media, the researcher believes that it is easier for students to learn and master English speaking skills. Speaking is the ability to convey a feeling, express opinions and ideas.

Based on the explanation above, it can be seen that theoretically, using cartoon animation in teaching English speaking is an effective way. But, what the student's feeling about the media that used by the teacher in teaching speaking process? Are students get a better understanding of using cartoon animation as the media? What's the student's perception of the media that used? Is the media suitable for the lesson?. Moreover, school is a place where students with a different background such as family, financial, tradition and psychological like talent, perception, and interest. Different aspects can bring up different perceptions about lesson they received, the material that is given by the teacher and the media that used by the teacher in delivering the lesson.

Student's perception are needed to know on the basic that the student as the object of the learning process. After knowing the perception of students, appropriate adjustments can be made to the success of the learning process. Student's perceptions are also one of the factors influence student's motivation to learn in class. Student's perceptions on the use teaching speaking can identify the engagement of the students. If the students perceive the use of teaching speaking as a technique used in the classroom activity positively, they will have positive behaviour responses and be engaged enough in the classroom activity

automatically. On the other hand, if the students perceive the use of teaching speaking as a technique used in the classroom activity negatively, they will also have negative behaviour responses and less engaged during the classroom activity in teaching speaking.

It is needed because as mentioned before that perception is one aspect of psychological background that can has the different result. Because of the statement, the researcher intends to conduct a study with the title "The Students Perceptions On The Use Of Cartoon Animation In Teaching Speaking At 8th Grade of Al-Faiz Islamic Boarding School. The hope of this research is to provide a stimulus for learning to speak English using cartoon animation as an effective way in collaboration with the perceptions of students who have done learning to speak English with the media at Al Faiz Islamic Boarding School.

B. The Problem of The Study

Based on the above background, the problems of the study are:

1. What are student's perceptions of the use of cartoon animation in teaching English speaking at grade of Al-Faiz Islamic boarding school?
2. What are the advantages or positive impact and disadvantages or negative impact of the use of cartoon animation in teaching English speaking at grade of Al-Faiz Islamic boarding school?

C. The Objective of The Study

The objectives of this study can be stated as follows:

1. To find out the students' perceptions of using cartoon animation in teaching English speaking at Al-Faiz Islamic Boarding School.
2. To find out the advantages or positive impact and disadvantages or negative impact of the use of cartoon animation in teaching English speaking at 8th grade of Al -Faiz Islamic boarding school.

D. The Scope of The Study

In order to avoid the expansion of the research, it is very important to limit some of the problems as follows: in a disciplined manner, this research belongs to applied English speaking skills. In terms of content, the author focuses on the responses of students about animated cartoons in teaching speaking. This cartoon animation can help students in learning English speaking. Cartoon animation can also help teachers deliver material and make it easier for students to learn speaking with an attractive strip story display. The research was conducted at Al Faiz boarding school

E. The Significance of The Study

a. Theoretically

the benefit of this research is to provide knowledge about the encouragement of students' perceptions of the cartoon animation used in learning speaking skills, especially for teachers.

b. Practically

1. Teachers

In practice, the result of this research is expected to be valuable for the English teachers. This research will provide students perceptions on the use of cartoon animation in teaching speaking. So, the teachers can apply the use cartoon animation in teaching speaking.

2. Student

This study is mostly concerned with students. It is expected that students can reflect on whether they can accept the lessons delivered throught on the use of cartoon animation in teaching speaking,and the can become active learners.furthermore, researches hope that in the future they will be able to undertake a more effective learning process.

3. Others Researches

This research gives some benefits for the next researcher regarding the students perceptions on the use of cartoon animation in teaching speaking.