

CHAPTER I

INTRODUCTION

This part discusses background of study, problems of the study, the objective of the study, the significances of the study, hypotheses of the study, scope and limitation of the study, assumption of the study, operational definition and framework of the study.

A. Background of the Study

Language is the system of sounds and words used by humans to express their thoughts and feelings.¹ It is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system.² It is sure that one and others who are in different places can also have different languages, and English is the way how we communicate each other. There are four key skills when you learn a language: listening, speaking, reading and writing. One of these is different from the other three, it is speaking. The other three we can do alone, on your own, without anyone else.

In state Islamic institute of Palangka Raya, there is English study program and also speaking classes. The students in speaking class especially for new students, they have many problems in speaking ability. Based on pre observation, the writer found that the students' problems in speaking ability are about pronunciation, fluency,

¹ Hornby, *Oxford Advanced learner's Dictionary*, Oxford University Press, 1995, p. 662.

² Lim Soh Lan. 1994. *Fluency and Accuracy in Spoken English Implications For Classroom Practice in A Bilingual Context*. www.wikipedia.org/wiki/Language.html (accessed on Sunday, April 3rd 2015).

vocabulary, intonation in speaking. Their pronunciations are still unclear to say some vocabularies such as “blood, buildings, and of”. The students’ fluency to explain some statements based on the topic are still in careless. The students’ vocabularies are still in general vocabularies such as “can, want to, there is and okay”. The students’ intonation sounds so flat such as “hi, okay, then, thanks”.

There are some reasons why the writer wants to present the study above: *First*, students are difficult to speak well, because they are afraid to make errors on their speaking it is for the fluency of speaking. *Second*, students do not have good condition to focus on the materials of teaching and learning because of the condition or class management is not comfortable enough. *Third*, students want to know their strengths and their weaknesses by the score of speaking performance. The *fourth*, most of the students do not have good motivation and self confidence to speak in front of class.

To solve the problems above, the teacher can use cartoon story maker as media in teaching and learning process. Media came from Latin “medius”, it means “mediator”, Azhar stated that media can be understood marginally are human, material, or instance that can built up to the condition of students to get knowledge, skill or attitude.³

Based on definition above, media is not only human but also materials that support the students getting much information Media are needed to stimulate the

³ Azhar Arsyad, *Media Pembelajaran*, Jakarta : Rajawali Press, 2009, P. 3

students' enthusiasm in studying English. Many kinds of technique or media that used to study English for example picture.

The writer will give the lesson by using cartoon story maker in speaking class, it will be simple media to teach about speaking, the students will describe some topics by using cartoon story maker. The media will make them easy to think and simple to develop their vocabulary. The use of media is more efficient and practice than words, they are easier to recall and to remember than words, further more they expose real life situation although it happened a long time ago. Picture may not only be worth a thousand miles, colored pictures, learner can be shown people, places and things, from areas far outside their own experiences.⁴

The importance of picture for teaching speaking is, picture is one of the interesting media in teaching speaking and make speaker can imagine the expression from the pictures. Pictures can motivate students and make them want to pay attention to take a part in class and also contribute their idea to context in which the language is being used in class. Visual aids not only help us to understand but also to remember. The memory of picture lasts much longer than a word. Two of the most important reasons for using pictures and drawings, therefore, are comprehension and retention.⁵

⁴ Vernon, S. Gerlach and Donald P. Emily, *Teaching and Media a Systematic Approach 2nd*, New Jersey : Prentice Hall, 1980, P. 273.

⁵ Jania Skrzypezyska, *Some Ways to Use Pictures in Language Teaching*, English Teaching Forum, 1992, P. 42-44

Speaking to ourselves can be "dangerous" because men in white coats may come and take you away.⁶ Speaking generally, there are two types of language learners, the first type gets really worried about making errors or mistakes. They think about everything that they say carefully. Sometimes, if they start to say something, and then they have realized of making a mistake, they will stop and correct the mistake, maybe return to the beginning of the sentence. They might pause between each word, contemplate what the right word or phrase is before they say it.

The other type of language learners does not really care about making mistakes or errors. They have an idea in their head of what they want to communicate, and they say it with whatever words and language feel the most natural. They make frequent mistakes, sometimes in every sentence. Their grammar can be a mixture of English and their native language. They either do not know or do not care if they are making errors or mistakes.

We can say that they are accuracy and fluency. If we are focus too much on fluency, we need to ask ourselves if we are achieving our goals in communication. Speaking really fast, with lots of errors, is very problematic for the people who are listening to us.⁷

Describing is the way how to improve the English students' score. By an experiment under the title above, writer wants to find out that whether this way is

⁶ *The Importance of Speaking Practice*. on www.english.com/speaking /practice/ .html (Accessed on Sunday, April, 3rd 2015).

⁷ Mark. 2014. *Fluency and Accuracy*. www.sansicarus. com/the english language/.html (Accessed on April 7th, 2015).

effective or not. Teachers can see how well their class is doing and what language problem they are having, students can also how easy they find a particular kind of speaking and what they need to do to improve. It will be simple to practice in a class, especially in speaking class and describe something.

By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words mouth. This skills neglected in our class rooms.⁸ English teachers may have the same experiences in which the students are unwilling to speak.⁹

Speaking is not only about words and sentences to say, but also it is about motivation and self confidence to perform what they want to say. Based on the explanation, the writer wants to present this study under the title: **“The effect of cartoon story maker toward students’ speaking score and motivation at the class of speaking III of the State Islamic Institute of Palangka Raya”**.

B. Problems of the Study

Based on the background of the study, the problem of the study is, “is there significant effect of cartoon story maker toward students’ speaking score and motivation at the class of speaking III of the study program of English education of the department of language education of the State Islamic Institute of Palangka Raya?”

⁸ Marriam Bashir, “*Factor Effecting Students’ English Speaking Skills*”, British Journal of Arts and Social Sciences: Vol.2 No.1, p. 35. 2011.

⁹ Taksuriya Madsa, “*Motivating Students’ Speaking Skills Through Simulation in English for Specific Purposes*” Journal Article: Vol.1 No.1, p. 1. 2012.

C. The Objective of the Study

The objective of the study is to measure the effect of cartoon story maker toward students' speaking score and motivation at the class of speaking III of the study program of English education of the department of language education of the State Islamic Institute of Palangka Raya.

D. The Significances of the Study

The study is expected to be beneficial both for the students and the teachers. This study aims at investigating the effect of using cartoon story maker and without using cartoon story maker in speaking ability.

Theoretically, by implementing media and knowing the result, the writer will expand the theory about teacher's media in teaching and learning English and the result of the study can give contribution to support the theory of teaching English as foreign language, especially for the teachers in teaching learning process and also it is as references for the others writers.

Practically, the study will give empirical data in speaking class and it will give progress report on the students speaking scores. The result of this study expects to become one of the technique that used by a teacher to apply in teaching English and increasing the students' ability and motivation in speaking ability.

E. Hypotheses of the Study

The hypotheses are alternative hypothesis and null hypothesis.

1. Alternative Hypothesis (Ha)

There is significant effect of cartoon story maker toward students' speaking score and motivation at the class of speaking III of the study program of English education of the department of language education of the State Islamic Institute of Palangka Raya.

2. Null Hypothesis (Ho)

There is no significance effect of cartoon story maker toward students' speaking score and motivation at the class of speaking III of the study program of English education of the department of language education of the State Islamic Institute of Palangka Raya.

F. Scope and Limitation of the Study

According to the background and problem of the study above, the writer makes scope and limitation of this research. The scope and limitation for the research to be more focus, effective and not go away from that topic it is about describing things for the accuracy of speaking ability.

The scope in this study is only done to investigate the effect of cartoon story maker toward students' speaking score and motivation to describe something in speaking ability. The study is limited to the speaking class III of the State Islamic Institute of Palangka Raya.

G. Assumption of the Study

It is assumed that the score and motivation of student in speaking class will increase after they learn English by using cartoon story maker.

H. Operational Definition

1. Effect is a difference or among population means.¹⁰ In this study the use of cartoon story maker says to have effect on students' speaking score if the qualities of the students' speaking score using cartoon story maker is different from the qualities of students' speaking score without using it.
2. Cartoon Story Maker is a simple program that lets you rapidly create 2D cartoon stories with conversations, dialogues, and different backgrounds. Background images can be imported from external sources, such as the Web, unlike the character images (the character cartoons). Not only conversations but also stories that include an unlimited number of frames and are view frame by frame. Each frame can include images, text bubbles, and voice recordings. The stories can be saved on a computer as HTML page (web pages), and can easily viewed by others on any computer using a web browser such as internet explorer. Stories can be printed. Completed stories can also be loaded back into cartoon story maker and edited or added to. Furthermore by using this application the writer tries to help students to comprehend conversations and then practice it easily.¹¹

¹⁰ Norhayati, "*The Effectiveness of Using Moving Pictures to Vocabulary Mastery at the Sixth Grade Students of MIN Islamiyah Palangka Raya*", Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2013, p. 12.

¹¹ [Http://www.cartoon-story-maker.software.informer.com/](http://www.cartoon-story-maker.software.informer.com/) (Accessed on March, 02nd 2016)

3. A describing is that describes a person, place or thing. It is often used to describe what a person looks and acts like. In this study, the writer focused on describing place, things and person. The materials for describing are based on the topic from syllabus for speaking teaching.
4. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.¹²
5. Experimental study is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. In this study, experimental study is research in which the investigator or writer manipulates one independent variable (the treatment) and observes the effect on more dependent variables (speaking score of bright and low students).¹³
6. Motivation is the important factor in learning process, the successful learning is influenced by the students' motivation in the class room, especially in language class room. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have no motivation or not at all.¹⁴

¹² *Ibid*, p. 457.

¹³ Donald Ary, Jacobs & Razavie, *Introduction to Research in Education*.(*eighth edition*), (United Stated: Waddsworth Cengage Learning). New York: CBS college Publishing, 2010. p. 2472.

¹⁴ Luthfiyah, Imrovinf students' motivation in learning speaking by using contextual teaching and learning, a thesis, Jakarta: UIN Syarif Hidayatullah, 2011 P. 1.

I. The Framework of the Study

The framework of the discussion of this study as follows:

- Chapter I : Introduction consist of background of study, problems of the study, the objective of the study, the significances of the study, hypotheses of the study, scope and limitation of the study, assumption of the study, operational definition and framework of the study.
- Chapter II : This part discusses previous study, cartoon story maker (definition of cartoon story maker, features of the cartoon story maker, the usage of cartoon story maker, cartoon story maker in the classroom, the importance of teaching media, the principles of teaching English using cartoon story maker, procedures of teaching speaking trough cartoon story maker), speaking (nature of speaking, problems in speaking, assessing speaking, accuracy, the important of teaching speaking using cartoon story maker for describing), motivation (definition of motivation, motivation in teaching and learning, the importance of motivation in teaching).
- Chapter III : This part discuss about type of the study, design of the study, variables of the study, population of the study, research

instrumentation, data collecting procedures and data analysis procedures.

Chapter IV : This part consists of description of data analysis, test of the statistical analysis, result of the data, interpretation, and discussion of the study.

Chapter V : This chapter consists of conclusion and suggestion of the study