

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of some sub-chapters, such as background of the study, problem statements, objectives of this study, the significances of study, scope and limitation and definition of terms.

### **1.1 Background of the Study**

English is an important means of communication which is used worldwide. It is an international language that is used in various fields. Realizing the importance of English, Indonesian government proclaimed that it is one of the compulsory subjects which becomes parts of national curriculum from junior, senior high schools to universities. The teaching of English in junior high schools should be emphasized at helping students to be able to communicate in English.

As stated in School-based Curriculum 2013 (K13) in junior high school, one of the English learning objectives is understanding and/or producing speech and/or written texts which are realized in four skills namely listening, speaking, reading, and writing. Among the four skills, speaking skill is considered as the most essential skill to be mastered because it is one of the indicators of successful language learning, which means that success in “language learning is often measured in terms of the ability to carry out a conversation in the target language (Richards, 2008: 19).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce,

1997). Kramsch cited in O'Malley and Valdez (1996: 59) stated that "Speaking means anticipating the listener's response and possible misunderstandings, and arriving at the closest possible match between intended, perceived, and anticipated meanings. Speaking is very important to appear implied & destined meaning. The implied meaning is something that was hinted at or suggested, but not directly stated. The destined meaning is something word directly stated.

According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 1994; Burns & Joyce, 1997). 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 purpose of speaking.

Although speaking is considered the main language skill that students should improve, it has been widely noticed that the majority of students face difficulties in speaking English. Students' lacks in speaking are also found in SMP N 5 Kota Kupang. The observation and interview results revealed that the students encountered difficulties in pronouncing English words. Even many students had no idea how to pronounce words that were commonly used. Likewise, they lacked the necessary vocabulary items. Moreover, they found it difficult to form sentences in English. Their sentences were grammatically incorrect.

The observation and the interview results also showed that the students' participation was low. Many of them were not willing to participate in speaking activities or just sat silently at the desk without a desire to get involved in the speaking activities. They rarely raised their hands to answer the teacher's questions

voluntarily. Even, some of them often missed the chance when they were asked to speak in front of the class.

Based on my experience when I had teaching practice in SMP Negeri 5 Kupang, the students did not get a lot of sufficient English exposure. The teacher explained the materials, gave the meaning of some words, and gave instructions mostly in Indonesian. She only used English expressions to open and end the class. No wonder, students preferred to use their native language rather than English. They tended to switch English to Kupangmalay or Indonesian while they were talking.

If these kinds of situation kept going on, the students might not be able to speak English well. Here, the writer agreed to work collaboratively to improve students speaking skills by promoting the use of cartoon pictures. Among, the various media, cartoon pictures were chosen considering many advantages offered by them, as Csabay (2006: 25) notes, "cartoon pictures help students to deal with spoken and even informal language.

Based on the explanation above the writer will conduct this research entitled "**The use of Cartoon Picture Series to Improve Speaking Ability of the Eighth Grade Students of SMP Negeri 5 Kota Kupang in the School Year 2018/2019**".

## **1.2 Statement of the Problem**

Based on the background described above, the writer would like to formulate the problem statement in the following question:

1. Is the use of describing cartoon pictures as a media able to improve students speaking ability to the eighth grade student of SMP N 5 Kota Kupang in the school year 2018/2019?
2. What is speaking ability level of the eighth grade students of SMP N 5 Kota Kupang in the school year 2018/2019?

## **1.3 Objectives of the Study**

Based on the questions in the statement of the problems, the objectives of the study are as follow:

1. To know if the use of cartoon pictures can help in improving the speaking ability of eight grade students of SMP N 5 Kota Kupang.
2. To Find out the speaking ability level of the eighth grade students of SMP N 5 Kota Kupang in the school year 2018/2019.

## **1.4 Significance of the Study**

The result of the study may contribute to several benefits. It is hoped that cartoon picture series is one of the media that can be used as an alternative way to teach speaking. The benefits are explained as follows:

1. For the Teacher

The benefits of the research are to explore and prove whether the cartoon picture series technique is effective to be applied in teaching speaking so that the students can improve their speaking ability optimally. It can motivate teachers to find a new method or technique which is appropriate in teaching speaking. It also encourages the teachers to develop their creativity to improve the teaching learning process.

2. For the Students

The use of cartoon picture series in the teaching and learning process will surely attract the students' attention to study. The students are motivated to communicate as they get new ideas from the cartoon picture series given therefore their vocabulary mastery will be increased as a result the students' English speaking ability is improved.

3. For the Researcher

This research can be used to enrich her knowledge of teaching especially in using the pictures for teaching speaking.

### **1.5 Scope of Limitation**

Based on the explanation above, the writer focused on the effectiveness of using cartoon picture series to improve the students' speaking ability due to the fact that their speaking was still low. In addition, the writer used cartoon picture series to increase the students' motivation, as the cartoon pictures series are good teaching aids. The use of cartoon picture series is intended to make the speaking process easier.

In this study, the writer only limits the teaching speaking on using cartoon picture as a media. Besides, she also limits the evaluation of three speaking elements. They are vocabulary, grammar, and pronunciation (Hughes, 1990).

### **1.6 Definition of Terms**

Here are some definitions of terms that are used in this study. It is hoped that these terms will help the readers understand the research report. They are stated as follows:

1. Speaking skill

Speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

2. Cartoon picture

A cartoon is a type of illustration, possibly animated, typically in a non-realistic or semi-realistic style. The specific meaning has evolved over time, but the modern usage usually refers to either; an image or series of images intended for satire, caricature, or humor; or a motion picture that relies on a sequence of illustrations for its animation

3. Ability

Ability is a potential capacity or power to do something physically or mentally (Hornby 1987 : 2). In this study, ability means the power and the skill of the Eighth grade students of SMP Negeri 5 Kota Kupang in using cartoon picture to describe something.

#### 4. Describing Picture

It is a strategy used by the teacher in teaching and learning process of English to stimulate and motivate the eighth grade students of SMP N 5 Kota Kupang in the school year 2018/2019 order to be able to speak English.

#### 5. SMPN 5 Kota Kupang

SMPN 5 Kota Kpang is a state junior high school located on JL. Frans Seda, Kelapa Lima-Kota Kupang. The writer will conduct her study in this school especially to the eighth grade students.