

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, definition of the key term.

A. Background of the Study

Adinan (2019) said that english is an international language that should be supposed development of science, technology, cultural and also the relationship with other countries. English as an international language, so the some people have to know for communication or other. In Indonesia, english is no stranger to people living in this country. So, english is very important for other people to communication in daily life.

The teacher's challenge to bring to life the language, literature and civilisation it is his charge to teach. Resty (2014) every education stage gives english lesson for their students to respond the demand and the change of the global condition. English development also brings impact to Indonesian curriculum. English education is taught from the basic level. Brumfit (1986) one aspect of teacher talk which has received a lot attention is that of teacher questions. In teaching english, the teacher must be have ideas or thoughts to make the learning atmosphere comfortable. So, the students will be interested in learning. Mastery the skill in learning english (listening, speaking, reading and writing).

Listening is not only when we listen to people who talk but we can also take advantage of existing media. In Indonesia, many people say English is difficult to understand. English can be used anywhere and anytime, therefore children or students today are taught English. In English lessons are taught 4 skills such as listening, reading, writing and speaking. In addition there are also 3 main components such as vocabulary, grammar and pronunciation. Resty (2014) in learning English, they have to be able to master the skills (listening, speaking, reading, writing) and the components (vocabulary, grammar, pronunciation). As one of four skills in English, listening takes an important role in communication. That is why this skill needs to be mastered by students. In its practice, when students listen to, for example, a story, they are insisted to be able to grasp ideas or contents of the story that has been listened. It has been found some cases that many students practice to listen to spoken English without knowing it.

Social media is not only developing in children but adults to old people who already know what gadgets. Actually, social media doesn't have to be about gadgets but it can be from television, radio and internet which are very popular. Social media not only uses Indonesian but also uses English.

Media is a tool for communication such as radio, television, newspaper, magazines and internet. Adinan (2019) writes that people have to be able to use the language to reach the communication goal and much of the world's communications are done in English. We often meet when we watch vlogs from foreign people who use English. Many schools have used YouTube as a medium

for learning English to children, but they often complain about the language used. English is not an easy language to understand, but English is a language that must be memorized. Resty (2014) said that television, handphone and internet are the most popular and closest thing in human's daily life and for the use, most of them use English.

In this study, the researcher use cartoon movie media to look students' listening ability. So, students can learn and be entertained. Ismaili, Merita (2013) said that in order to help the learners mastery (increase the proviciency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. Cartoon is not only liked by children but various age groups also still like it. Therefore students can listen while watching an existing cartoon. Syamsul (2019) state that the animation video can help the teacher to convey the material clearer. It also abridges the students to understand the lesson.

There are some previous studies about the effectiveness of using cartoon movie on students listening ability. The first study was from Resti (2014) entitled "The Effectiveness of Using Cartoon Video in Teaching English Vocabulary at The Second Grade of SMP Islam Gondang". From the result of the test from teaching English vocabulary by using cartoon video indicate the students easy to understand some vocabulary and make the atmosphere of teaching and learning more interesting and fun.

The second study was from Syamsul Hadi (2019) entitled “The Effectiveness of Using Animation Video on Students Motivation and Vocabulary Mastery”. From the result that the animation video in vocabulary learning is not merely has significant effect on the students vocabulary mastery, but it also has significant impact toward the students motivation in the classroom.

The third study was from Boris Ramadhika (2014) entitled “Improving Students Listening Skills using Animation Videos for The Eight Grade Students of SMP N 6 Magelang”. The researcher said that, the animation video was also creating a good atmosphere among the students. Moreover the students also had a handout as well as a note for them as a source of study, especially in listening skill.

The fourth study was from Adinan Duerahae (2019) entitled “Improving Students Vocabulary Mastery Using Animation Video for The Fifth Grades of MI Darussalam Wonodadi, Blitar. The researcher said that the students improvement on vocabulary mastery was revealed from the difference of the students mean score before and after the actions.

B. Problems of the Study

The formulation of the research problem of this study :

Is there are significant difference score of the students’ listening ability taught by using cartoon movie of the first grade students at SMPN 1 Ngantru Tulungagung?

C. Purpose of the Study

The purpose of this study is :

To know there is any significant difference score of the students listening ability taught by using cartoon movie of the first grade students at SMPN 1 Ngantru Tulungagung.

D. Formulation of Hypothesis

Before conducting this research, the researcher proposed two hypothesis:

First, hypothesis null (H_0) is “The student’s score of listening ability after being through by using cartoon movie is not different score of student’s listening ability before through by using cartoon movie”.

Second, hypothesis alternative (H_a) is “The student’s score of listening ability after being through by using cartoon movie is bigger than or smaller than the student’s listening ability score before through by using cartoon video”.

The study are used test the null hypothesis. If the null hypothesis is not rejected, it means that the statement “The student’s score of listening ability after being through by using cartoon movie not have different score of student’s listening ability before through by using cartoon movie” is accepted. Meanwhile, if the null hypothesis (H_0) is rejected, then the alternative hypothesis (H_a) is accepted. It means that the statement “The student’s score of listening ability after being through by using cartoon movie is bigger than or less than score of student’s listening ability score before through by using cartoon video” is accepted.

E. Significance of the Study

The writer hopes that this study will give contribution for :

1. English learner

English for beginners or for people who are just learning English, think it is very difficult. Therefore, for English learners, it is expected that they would agree with using cartoon movie to improve their listening skills.

2. English teacher

All teachers must have their own ways or methods to teach in the classroom. Especially when teaching one of the subjects that are rarely sought after by students to learn English. With the use of cartoon movies to increase the students listening ability so that teachers can use these methods to teach in a fun and students can enjoy learning.

3. The principles

Not only how to teach using cartoon movies to increase student skills but teachers must also have facilities or media to make the process of learning English can be interesting. Facilities can be anything in schools such as LCDs or laptops.

4. Other researcher

From this research, it can be done because it sees a lot of previous research that discusses the issue of cartoon movies used in schools to add vocabulary or increase students' ability in English.

5. The writer

The results of this study can be concluded that using the cartoon movie method can easily teach students in the classroom and know how important a method is used to increase students' attractiveness in learning.

F. Scope and Limitation

From this study, there are many teaching media which can be used to students listening ability, such as movie, games, real object, picture, song flash card and video etc. The scope of this study is teaching by using cartoon movie to improve of the students listening skill of the first grade of SMP N 1 Ngantru Tulungagung.

The implementation in this research, the writer limits the study in teaching listening by using cartoon movie. Because if we make cartoon movie, students can be learn with easy to understand and as a perfect media in teaching listening.

G. Definition of the Key term

a. Cartoon

Cartoon is a picture, especially in a newspaper or megazine, which tell a humorous joke or political criticism.

b. Listening Ability

Listening is to listen fully understanding and attention and appreciation. Ability is the individual's capacity to carry out various tasks in particular job. All abilities of an individual are essentially composed of two sets factors, namely intellectual abilities and physical abilities. So, Listening

is the ability to accurately receive and interpret messages in the communication process.