CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain about background of the study, problem of the study, purpose of the study, significant of the study, scope and limitation, and definition of a key term

1.1 Background of the Study

In this world, many languages are used as communication tools, one of them is English. English becomes an international language. There are four things that students need to do with new language; be exposed it, understand its meaning, understand its form, and practiced it (Harmer, 1998: 52). English language has a central role in the intellectual, social, and emotional development of students and is a key to success in learning all field of study.

In English, there are four skills that must be considered in the effort to master English competence. These various skills are related to one another, such as listening, reading, and writing, speaking (Brown, 2000: 232). Speaking is considered an important skill in achieving English competence.

Various methods are used in teaching speaking such as role play and others. In addition to the four aspects above, there are four more skills to be mastered, called 'micro-skills'. According to Aydoğan (2014), Micro-skills consist of grammar, vocabulary, and spelling, pronunciation. In speaking, students must give attention to how the way we speak the word. The way to speak the word is called pronunciation. Pronunciation is still difficult to recite for students here are

expected that students are able to pronounce English texts well in accordance with the pronunciation.

Pronunciation is the step in which a language or sound is spoken. To make the speaker speaks more fluently and easy to understand they need good pronunciation. In the context of the language, students are expected to be able to pronounce text or language with appropriate pronunciation. However, non native students often have difficulty to pronounce English language because English is not their first language or second language. They must get used to changing the conceptual patterns of their first language that they have from childhood to overcome the main problem of second language pronunciation (Gilakjani et al., 2011). Many students develop their pronunciation ability with phonetic available in the dictionary, but it is not effective because the students do not know how to read the phonetic transcription.

Based on the preliminary study that researchers conducted in eighth-grade students at SMP N 1 Kauman, the problem faced by students was the students' lack of attention to the lesson and it affected their pronunciation. So, it is expected that by using this alternative media, they will be able to pay more attention to the lesson and not be easily bored.

In teaching pronunciation, the teacher can utilize various kinds of media. Various media that can increase students` interest in learning such as using multimedia, that has been studied by some researcher such as Almurashi (2016), he describes that in a positive way the videos can affect educational attainment. Many English videos can develop English language skills. The students already

use their phone to learn English. They can browse on the internet or YouTube about the English material. As well as learning pronunciation has been available English videos that have been packaged attractively and of course spoken by native English people are available such as cartoon conversation video.

Cartoon video can make students interested in learning English. It has interesting graphics and will make students focus on paying attention to learning English. Cartoons are authentic sources of material that can involve student attention, explore student skills, and have a non-threatening appearance (Poštič, 2015). So the teachers can easily teach English, especially in teaching pronunciation because in the cartoon video there is an original sound from the native speaker and there is subtitle that makes it easy to examine each word and the students can be interested to learn English.

With the use of cartoon conversation video, it is expected that students can receive lessons well. Therefore, this research is aimed to solve the problem about the pronunciation of the eight grade students of SMP N 1 Kauman.

Based on the explanation above the researcher is interested In conducting research entitled "Cartoon Conversation Video to Improve Students` Pronunciation Ability of Eight Grade at SMP N 1 Kauman".

1.2 Statements of the Problem

Based on the background of the study above the statement of the problem is: How can cartoon conversation video improve the students` pronunciation ability?

1.3   Purposes of the Study

According to the statement of the problem above, the purpose of the study is: To improves students' pronunciation ability with cartoon conversation video.

1.4   Significances of the study

The result of this study is expected to be useful for the teachers and students to give an alternative way to overcome their pronunciation problems in the teaching-learning process, especially in pronunciation.

1) The teachers,

    The result of this study can be an alternative in teaching pronunciation.

2) For students,

    This method can also be used to improve and develop their abilities in English pronunciation. Because it will give them a lot of new experiences in order that they will be more interested and enjoy learning pronunciation through cartoon video.

3) The researcher,

    The researcher can practice a method of learning and promote the method to teach English.

1.5   Scope and Limitation

The Scope of this study, focus on English language teaching for Eight Grade Students at SMP N 1 Kauman using classroom action research, and the limitation of this study, the researcher is limited on pronunciation ability using cartoon conversation video.

1.6   Definition of Key Term

Pronunciation: Pronunciation is related to producing the sound or proper utterance of a word that we use to make meaning (Yates, 2002)

Cartoon Conversation Video: Cartoon conversation video is a multimedia, which contains images, audio, and text as components of a learning media. (Large et al., 1994)