CHAPTER I

INTRODUCTION

In this chapter, the researcher mainly discusses background of the study, statement of problem, objective of the study, significance of the study, scope and limitation of the study, and operational definition.

1.1 Background of the Study

Uncertainty has been introduced into various parts of national and global society as a result of the Covid-19 pandemic, including educational institutions. Throughout the world, educational institutions have been compelled to halt their operations in order to prevent the spread of the virus, and schools, colleges, and universities have now been closed for an extended period of time as a result (Rahman, Uddin, & Dey, 2021). Educational institutions are adopting online education so that students can continue their studies from the comfort of their own homes, particularly in subjects such as English. England's language is a worldwide language that develops a unique role that is recognized practically everywhere in the world. There are several factors that contribute to English becoming a global language: its geographical, historical, and sociological Crystal (2003: 29). Nearly every aspect of our everyday lives is influenced by and influenced by English. This is true in the media and in politics as well as in business, communication, technology, entertainment, education, advertisements, and even on restaurant menus and in restaurant menus. Consequently, it is no surprise that English is taught as a second language in many nations' educational systems in order to educate

future workforces that are equipped to compete in a globally competitive environment.

The primary goal of English instruction at Junior High School, according to the K-13 curriculum, is to develop communicative competence among students. Both in the written and spoken forms, students are expected to be fluent in the English language and to communicate effectively in it. The four talents of the English language are hearing, speaking, reading, and writing, and pupils must be proficient in each of these areas. When it comes to receptive skills, listening and reading are considered, whereas speaking and writing are considered productive. Nonetheless, the four abilities do not exist as distinct entities within the language; on the contrary, all of the skills are interconnected one with another. Additional research indicated that "despite our history of handling the four skills in discrete segments of a curriculum, there is a current tendency toward skill integration" according to Brown (2005).

Since March 2020, the pandemic covid-19 virus has spread widely throughout the planet. According to a study conducted by Bao (2020), the five most important areas of online education that higher educational institutions must address during COVID-19 are highly integrated online instructional design and student learning, efficient and effective delivery of online classes, sufficient support from faculty and administration, participation and group discussion among students, and back-up plans. What is the best way to teach public speaking in the classroom? The ability to communicate verbally, according to some teachers, is the most important language skill. Speaking and

listening are the most frequently used abilities in the classroom, especially since it is an online education. When we speak, we are engaged in an interactive process of meaning construction that involves the production, reception, and dissemination of information. The issue is how to educate students in the Pandemic Covid-19 age. Furthermore, according to Harmer (2007), "When we speak, we construct words and sentences with individual sounds, and we also employ pitch shift, intonation, and stress to express diverse meanings."

Because "we now know that speaking is far more sophisticated than this, and that it entails both the command of specific abilities and the acquisition of multiple various forms of knowledge," Thornbury argues, students are in desperate need of their teachers' assistance in mastering speaking skills (2001: 1). Aside from that, there are various different ways of speaking that students in the ninth grade of Junior High School should get familiar with. Giving and receiving instructions are two examples of nonverbal communication that are used in this context. When we want someone to perform anything for us, we give them an instruction, and when we answer to them, we should pay attention to what they have told us to do. Students in the ninth grade of junior high school are required to be able to use this expression in their effective communication.

Unfortunately, one of the obstacles stems from the teacher, in addition to the linguistic difficulties indicated above. Many students continue to mispronounce things because their teachers do not provide them with an adequate model of English. The teacher simply instructs on the content

included in the student's handbook. In the classroom, a spoken presentation that lasts the entire period will not be beneficial. Students will become bored and their attention span will drop if they are exposed to monotonous activities in the classroom. For example, according to Harmer (2001: 17), "one of the greatest opponents of successful teaching is student boredom." As a result, when teaching English, the teacher's imagination is extremely vital.

The researcher found as a result that there were some components of the teaching and learning process that the instructor did not undertake, one of which was the use of media in the classroom. Every type of media can be quite beneficial in the process of teaching and learning. It can be utilized to boost student engagement and will aid in the improvement of the teaching and learning process's overall effectiveness and efficiency. According to the study, media can provide variance in the teaching-learning process, causing students to pay more attention to the material presented and to be more motivated to acquire it. In a summary, media and materials provide significant contributions to the achievement of the objectives of the teaching and learning process. Media has become increasingly crucial in the transfer of knowledge to students, particularly in the case of speaking classes. Videos, songs, and other interactive media will make significant contributions to providing proper English-speaking models, especially since on-line classes are now available. Additionally, Sadiman (2010: 6) adds that "Media is the physical medium via which a message is delivered and students are stimulated to learn."

For this reason, during pandemic Covid-19, the researcher chose Cartoon Movie as the media to teach students how to communicate effectively. "A movie is a motion picture or film that produces entertainment and tells a story," According to Sadiman & Raharjo (2007: 69). This means that a cartoon movie is the integration of audio-visual media types into an integrated application or presentation to deliver the material in the teaching and learning process. Students can learn acceptable models for speaking effectively, accurately, and intelligibly by watching or employing English movies in their classrooms. When used in the classroom, cartoon movies can serve a number of important functions, including adding variety, providing appropriate models of exposures and pronunciation through native speaker discussions, and attracting students' attention through the use of sound and moving pictures in an online class.

Based on the explanations above, the researcher conducted action research at the ninth-grade students of SMPN 55 Surabaya. The researcher assumed that cartoon movies could make the process of teaching and learning in the classroom more enjoyable and interesting. So, the researcher chose the title "*Improving Students' Speaking Ability Using Cartoon Movie During Pandemic Covid19 at SMP Negeri 55 Surabaya Academic Year 2020/2021*", which the tittle of the cartoon movie that used as a media online class. By using cartoon movie as the medium in learning and teaching speaking, hopefully the students would be enthusiastic to research speaking English in expression of giving and responding instruction and their ability in speaking get improve.

1.2 Statement of the Problems

Based on the background of the research study, the researcher formulated statement of the problems as follow:

1.2.1   How are the student's improvements of speaking skill in expression of giving and responding instruction by the ninth graders in SMPN 55 Surabaya during Pandemic Covid-19 academic year 2020/2021?

1.2.2   What are the student's responses towards the use of cartoon movie as a medium in their speaking class during Pandemic Covid-19 academic year 2020/2021?

1.3   Objective of the Study

The objectives of this research are:

1.3.1   To find out how cartoon movie during Pandemic Covid-19 can be implemented to improve the ninth-grade student's speaking skills at SMPN 55 Surabaya in the academic year of 2020/2021

1.3.2   To find out the student's responses to the use of cartoon movie in speaking skill during pandemic Covid-19 academic year 2020/2021.

1.4   Significance of the Study

This research hopefully could give contributions to parties related to English teaching and learning process.

1.4.1   For the students, it would be an effort to improve their learning motivation and speaking skills. The implementation of using cartoon

movie as learning media during pandemic covid-19 is hoped to be one of the ways to develop their communicative competence to face global communication.

1.4.2   For the English teachers, it would be a broad opportunity to improve the English teaching and learning process. The implementation of using cartoon movie during pandemic covid-19   as learning media is hoped to be continuously performed to create enjoyable atmosphere in the classroom.

1.4.3   For the researcher, the finding of the research can be used as starting point in improving the researchers teaching ability now and in the future.

1.4.4   For the Other researchers, the findings of this research can be used as one of the references in conducting research on English language teaching, especially in the implementation of the use of cartoon movie during pandemic covid-19 in improving speaking ability.

1.5 Scope and Limitations

It is impossible to conduct research covering all of the problems. Student's speaking skills can be improved through a number of ways, one of them is by using cartoon movie during the pandemic Covid-19 as learning media on-line class because it enables them to learn English and develop their speaking competence including pronunciation and grammar accuracy,

fluency, vocabulary and comprehension through the exposures of the native speaker's talk.

Therefore, this research focused only on the use of cartoon movie during pandemic covid-19 to improve the student's speaking skills of the students of class IX-B of SMPN 55 Surabaya. The researcher observed how cartoon movie as learning media would effectively improve the student's speaking skills in expression of giving and responding instruction.

1.6 Operational Definition

1.6.1 Speaking is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

1.6.2 Medium is the physical means which is used to deliver the message and to stimulate the students to learn.

1.6.3 Cartoon Movie is a media of motion picture consisting of a sequence of drawings, each slightly different so that when filmed and run through a projector the figures seem to move.

1.6.4 On-line class is the way teaching using internet for connecting teacher and students. The communication uses Microsoft office 365.