

CHAPTER I

INTRODUCTION

A. Background of Study

English is the world most widely studied and used second and foreign language. There are millions of foreign students from other countries used English well as they can both written and oral communication. So, they need sufficient skills in order to speak and write English well.

There are four skills that should be learned by students in learning English. There are: reading, writing, listening and speaking. Some students found some problems in reading & writing in English and they did not find someone who can help solve the problems. However, there are foreign students who can pronounce the English utterances very well. But, many students also want to be able to speak English well with a pronunciation which can be easily understood both by their fellow students and by English people.

According to Allen (1960: 35), pronunciation is one of element of the language that has big contribution for better English speaking. That is very important to learn, because with good pronunciation, our English can more clearly and easily to understand. If someone speaks in appropriate pronunciation, the listeners cannot understand what the speakers are talking about or it may disturb others' understanding. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound. The study of pronunciation has become an important aspect in teaching English as a foreign Language. Therefore, it is very important for students to start learning English pronunciation as early as possible.

Pronunciation is closely linked to ear, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students own voice as a model will

be the most effective way of doing this. So, an audiovisual media has an important role to improve students' pronunciation ability. Cartoon film are great choice to deliver any material, including pronunciation as stated by Pahin and Power in Kasihani (2005: 7) that young learners learn English by listening, imitating and spelling it. They won't make the students bored during the lesson. They can also create a relaxing atmosphere. When the students listen to the story of the films in relax condition, they will easily remember some vocabularies including their pronunciation.

"Casper" is an animated television series that is a wonderful show for children. This cartoon film will be used as an alternative teaching media, because this film has a very clear pronunciation, so students can understand and that cartoon film will help the students' to increase their pronunciation ability. The writer assumes that by using "Casper" cartoon film, the students pronunciation ability will be improved.

Here are some examples:

1. Let me see now
2. No body likes ghost

Phonetic symbol:

Vowels

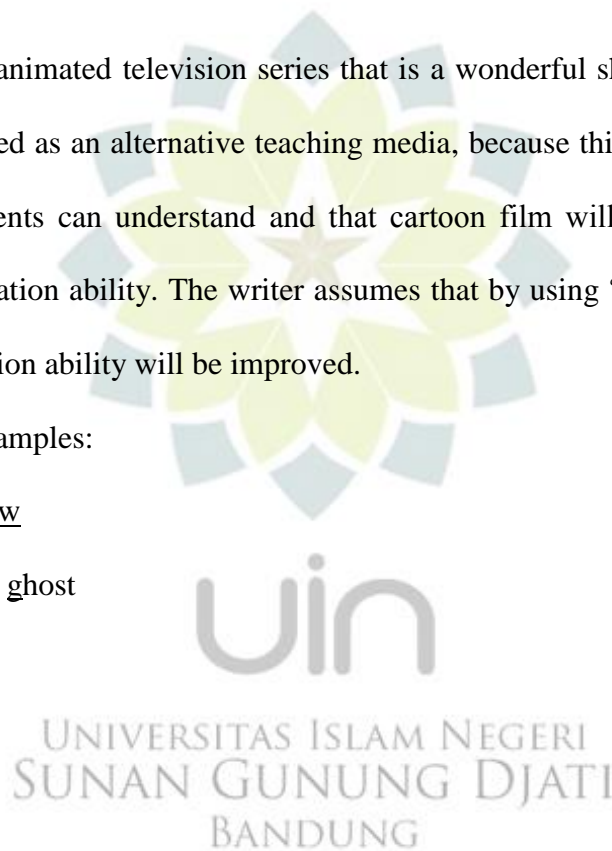
/e/ let

/ɪ/ me, see

Diphthongs

/g/ ghost

In this research the writer is interested to do an experiment how if cartoon film entitle "Casper" is used in teaching English especially in teaching pronunciation because of that reason the writer take the title ***"THE USE OF "CASPER" CARTOON FILM AS A***



TEACHING MEDIA TO IMPROVE STUDENTS' PRONUNCIATION ABILITY (A Quasi Experimental at the Eight grade of SMP Muslimin Panyawungan Cileunyi-Bandung).

B. Research Questions

Related on the study entitled The Using Cartoon Film as a teaching media to improve students Pronunciation Ability, the following statements of the problem are stated as follows:

1. What is the students' pronunciation ability before using "Casper" cartoon film as a teaching media?
2. What is the students' pronunciation ability after using "Casper" cartoon film as a teaching media?
3. How effective the use of "Casper" cartoon film as a teaching media to improve students' pronunciation ability?

C. Purposes of Research

These research purposes are as follows:

1. To identify students' in pronunciation ability before using "Casper" cartoon film as a teaching media in class.
2. To identify students' in pronunciation ability after using "Casper" cartoon film as a teaching media in class.
3. To identify how effective of using "Casper" cartoon film as a teaching media to improve pronunciation ability.

D. Significances of Research

The writer hopes that the result of this study will give some benefits as follows:

1. Students: the result of this study will enable the students to pronounce words correctly.
By watching cartoon film as a teaching media, the students are expected to have a better understanding of their pronunciation.

2. Teachers: the result of this study is expected to motivate other English teachers to improve their students pronunciation. Through this research, the teachers are expected to have harder efforts to find various ways to teach English.
3. Researchers: the result of the study may help other researchers in clarifying the use of “Casper” cartoon films as one of a teaching media to improve the students’ pronunciation ability.

E. Limitation of Study

The limitation of study is to be effective in learning English pronunciation, it is essential to have an understanding of how the speech sounds of English are produced. By knowing how sounds are produced, the correct English sounds can be correctly produced.

The kinds of sound to be investigated in teaching pronunciation of using cartoon film as a teaching media:

1) Vowel

Vowel is sounds produced with a free passage (Malmberg, 1963: 32). A free passage here means that vowel sounds are produced without obstruction. O’Connor (1973: 49) says that vowel sounds are sounds made with opener oral cavity position.

Example:

/e/ let

/æ/ back, name

2) Diphthongs

A diphthong is a speech sound composed of two vowels within the same syllable (Crannel, 2000: 121).

Example:

/aɪ/ nice

/u/ food

3) **Consonant**

Consonants are sounds characterized by a constricting or a complete closing of the air passages (Malmberg, 1963: 32). Every consonant may be defined according to its place of articulation and manner of articulation.

Example:

/f/ found

F. Rationale

In this study, the writer uses Cartoon Film as media of teaching pronunciation. Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning.

Pronunciation ability can be achieved in some ways. The use of audio-visual media will provide some important aspects in stimulating students' motivation in producing the correct pronunciation. In many subjects, cartoon film can open up range of worthwhile learning activities (Wittich and Schuller, 1953: 138). They also state their opinion that classroom using cartoon film has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase (1953: 404).

According to Hamalik (1980: 50-51), cartoon film is naturally being used in class because it is not only giving a fact, but also providing an answer in the matters and an understanding of the students themselves and their environment. Cartoon film is one of entertainment media that can also be used as teaching media. Unlike other film types, cartoon

films have special characteristics that are close to childrens imagination. They are fun, colorful, and attractive. Cartoon film characters have a strong influence to children.

Cartoon is always associated with kids. Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies are made for the adults. There are many opinions about cartoon. Poulson says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. (www.cwrl.utexas.edu/poulson)

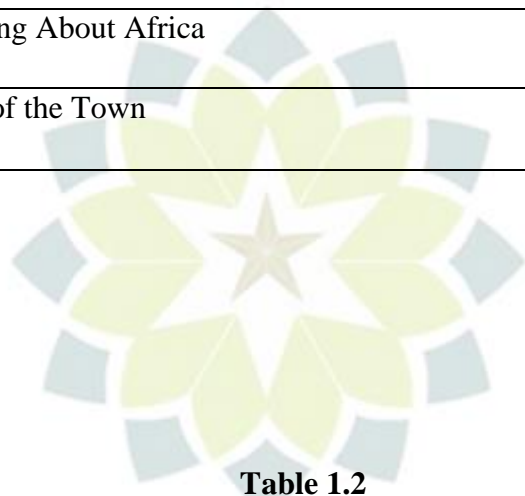
In teaching junior high school students, teachers have to consider their background knowledge. In this case, students still want to play in learning English. They need a kind of situation that is interesting and fun which can motivate them to study. Based on what the writer were searching at school, teachers still use the classic way in teaching and learning process which is monotonous and boring. In order to solve the problem above, it is important to find effective and innovative ways to improve the students' interest in their pronunciation ability. Junior high school students tend to love such kind of cartoon film in their age. Because of that the writer tries to use "*Casper*" cartoon film as a teaching media to improve junior high school students' in their pronunciation ability. It gives maximum language practice and the students have opportunity to see how effective they can communicate in English. The students also feel enjoyable while studying because the activity is watching a film and the students also feel fun.

Based on explanation above, it is important to find effective and innovative ways to improve the students' interest in their pronunciation ability. They need a kind of situation that is interesting and fun which can motivate them to study. Therefore, it is needed to provide an effective and innovative media to motivate the students in learning English especially in pronunciation. Because of that the researcher tries to use "*Casper*" cartoon film as teaching media to improve students' in their pronunciation ability.

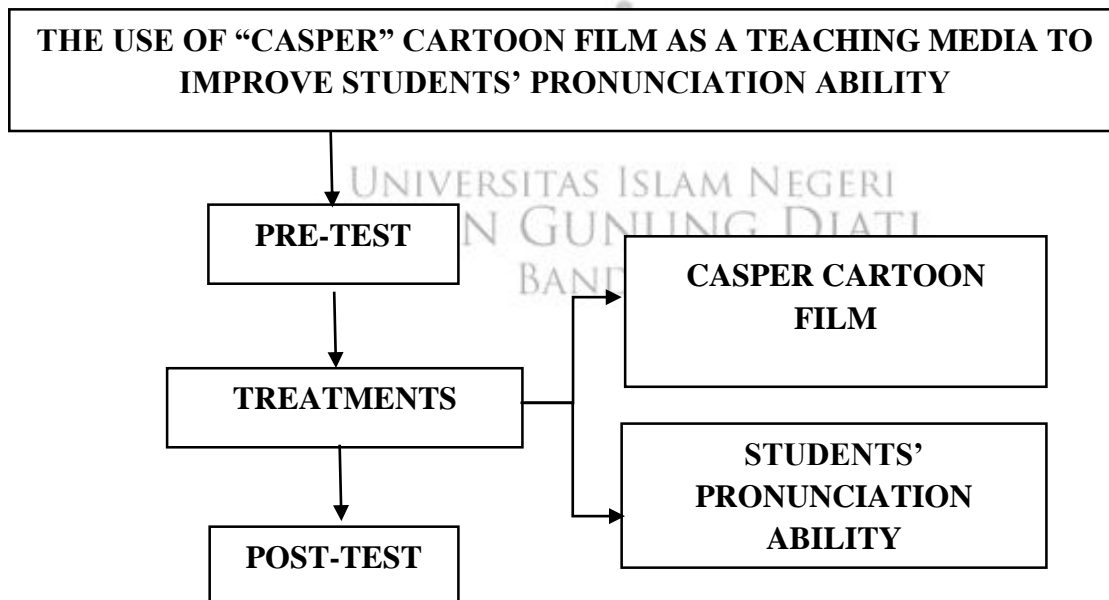
Table 1.1

The title of “Casper” cartoon film

No	Title
1	Casper-Zero the Hero
2	Casper-Spook No Evil
3	Casper-Three Ghosts and a baby
4	Casper-The Friendly Ghost-World Premier Casper Cartoon
5	Casper-Spooking About Africa
6	Casper-Ghost of the Town



**Table 1.2
RESEARCH PROCEDURES**



G. Hypothesis

Hypothesis is temporary answer to the formulation of research problems, in which the formulation of the research problem has been expressed in the form of a question (Sugiyono, 2009: 96). The truth of it is necessary to be tested to know whether it is true or not. In this study, the writer will research two variables: the first, the use of “Casper” cartoon film as variable X and the second one is to improve students’ pronunciation ability as variable Y. From the discussion above, the researcher has formulated the hypothesis follows:

1. H_0 accepted if $t_{count} < t_{table}$: it means that “Casper” cartoon film as a teaching media is not effective in improving the students’ pronunciation ability.
2. H_1 accepted if $t_{count} > t_{table}$: it means that “Casper” cartoon film as a teaching media is effective in improving the students’ pronunciation ability.

H. Research Procedure

1. Determining Source data

a. Location of research

The location of this research will be done at the First grade Junior High School of SMP Muslimin Panyawungan Cileunyi Bandung, this school is regarded suitable with the problem of the research because they are still many students that is less comprehended in pronunciation.

b. Population of the research

Sugiyono (2009) states that population is region of generalization that consists of object/subject that have quality and certain characteristic that have been decided by researcher to be studied and than take a conclusion from it. Thus, population here is the whole students’ eight grade of SMP Muslimin Panyawungan Cileunyi Bandung. There are 90 students.

c. Sample

Sample of this research is Sugiyono (2007: 64) states that sample random sampling is a sampling technique, which collects the sample randomly in a population”. The writer will take the students of the eight grades at SMP Muslimin Panyawungan Cileunyi Bandung that

amount of 100 students from 3 classes. The sample selection uses simple random sampling. The sample class taken is VIII A with 30 students.

2. Research Methodology

The method used in this research is *quasi experimental*. Quasi experimental, according to Jefferson (2007), is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants.

According to Cohen et al (2007: 282), *quasi experimental* come in several forms: (1). Pre-experimental designs: the one group pretest-post-test design; the one group post-tests only design; the post-tests only non equivalent design. (2). Pretest-post-test non-equivalent group design. (3). One-group time series.

3. Experimental Design

From the statement above, the researcher used *the one-group pretest-post-test design*. It aims to measure a group on a dependent variable (O_1), i.e. students' English pronunciation ability, and then introduced an experimental manipulation (X), "Casper" cartoon film to improve students' pronunciation ability. Following the experimental treatment, the researcher has again measured English pronunciation ability (O_2). As Cohen et al (2007: 282) say that *one group pretest-post-test* measures one group with a pretest, implemented a treatment manipulation, and then measured the same variable, as was measured with the pretest, with a post-test. The one group pretest-post-test design can be represented as:

<i>Experimental</i>	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-Test</i>
	O1	X	O2

Cohen (2007: 282)

O_1 : Pre-test

X : Treatment by using casper cartoon film

O_2 : Post-test

I. Technique for Collecting Data

The techniques used to collect the data for the study are as follows:

a. Pre-Test

Pre-test is used to measure the “Casper” cartoon film as a media to develop students’ to improve in pronunciation ability to students in SMP Muslimin Panyawungan Cileunyi Bandung. The material of pre-test is about pronunciation. They will be given the dialogue and the students’ are asked to read the dialogue as possible. This test used to know the students’ understanding in pronunciation before they are given the treatment of using cartoon film. Treatment is given in the certain time to test students’ pronunciation.

b. Treatments

The treatment in this research will be conducted in three times meetings, and the students’ involved in this research will be given the “Casper” cartoon film to students.

c. Post Test

Post-test is used to measure the students’ comprehension after the students have already been given a material. As Surakhmad (1995: 46) says that “*post-test untuk mengukur mean prestasi belajar setelah subyek dikenakan variable eksperimental (treatment)*”. Casper cartoon film as a media to develop students’ to improve their pronunciation to students in SMP Muslimin Panyawungan Cileunyi Bandung. In post-test, the writer will be given the dialogue of “Casper” cartoon film and after students’ watch it, the teacher asked students’ to practice the dialogue of “Casper” cartoon film. Then, to identify each students understanding, the teacher asked each student to pronounce some of those words individually.

This test is used to know the effectiveness of cartoon film in their pronunciation ability. How far students’ understand and comprehend after the treatment given by the researcher and before given by the researcher which one is better.

In scoring the students' work, the researcher used the indicator of the student's scores as follow.

Table 1.3
The Indicators of Scoring Criteria of Pronunciation Test

Score range	Category
86 – 100	Excellent
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
<40	Failed

Adapted from: Utami (2012: 8)

Observation

Suryana and Priatna (2009: 193) said that "Observation is technique of observe and a list of systematic from phenomenon in research". By using this technique researcher could observe students at eight grade class of SMP Muslimin Panyawungan Cileunyi Bandung, observe students' ability in pronunciation and how far the use of cartoon film in learning pronunciation. Beside that researcher could look the location of research that is school, students and teachers, the staff of that school, and facilities and infrastructure of that school.

J. Data analysis

This research used some ways in analyzing the data which have been obtained from the research, they are:

After that, to analyze the data, the writer will use several steps:

1. Testing the normally pre-test in experimental class (variable x) and (variable y) by conducting the procedure as follow :

a. Determining the range of data (R), with formula :

$$R = \text{the higher score} - \text{the small score} + 1 \quad (\text{Sudjana, 2005: 47})$$

b. Determining the class interval (K)

$$K = 1 + 3,3 \text{ Log } n \quad (\text{Sudjana, 2005: 47})$$

c. Determining the length of class (L)

$$P = \frac{R}{K} \quad (\text{Sudjana, 2005: 47})$$

d. Making the table of frequency distribution

e. Counting mean (\bar{x})

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i} \quad (\text{Sudjana, 2005: 47})$$

f. Determining the standard deviation (S_2) by using formula :

$$s = \frac{\sqrt{\sum f_i (x_i - \bar{x})^2}}{n-1} \quad (\text{Sudjana, 2005: 47})$$

g. Making table of frequency of expectation and observation

h. Determining chi square (χ^2_{counted})

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \quad (\text{Sudjana, 2005: 47})$$

i. Determining degree of freedom

$$Df = K - 3 \text{ Determining chi square table on significance}$$

j. Interpreting the normality

2. To examine the homogeneity of two variances by conducting following steps:

a. Determining score F by using formula :

$$F = \frac{s_1^2}{s_2^2} \quad (\text{Sudjana, 2005: 249})$$

b. To determine the degree of freedom

$$F = \frac{s_1^2}{s_2^2} \quad (\text{Sudjana, 2005: 67})$$

c. Determining score of F_{table} with the taraf of significance 1%

d. To determine homogeneity of data with criterion :

- It is called homogeneous data if $F_{\text{table}} > F_{\text{count}}$

- It is called no homogeneous data if $F_{\text{count}} < F_{\text{table}}$

e. Determining the degree of freedom of the data

$$df = n_1 + n_2 - 2$$

3. Testing the hypothesis with using dialogue test.

4. Interpreting the hypothesis

Criterion: if $F_{\text{table}} > F_{\text{count}}$ H_a is accepted, and

if $F_{\text{count}} < F_{\text{table}}$ H_o is accepted.

5. To measure how high the effectiveness cartoon film in teaching pronunciation

$$CD = r^2 \times 100.$$

