

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Most Indonesian students still have not been able to speak English well, convey information or explain something in English. As one of the language skills in English, speaking should be mastered as it a way of making possible communication among people.

Speaking is the productive skill and it could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, they can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Even though English sound is important thing, there are many students find difficult to understand English well, especially in pronunciation. There are many problems that students face when they learn about pronunciation. It can be that they do not have an idea what sound they have to produce, they do not know what to speak because they are not confident or because they have a limited vocabulary mastery or probably the teachers still used the conventional way to teach students pronunciation and still cannot find a good media.

Cartoon films are great choice to deliver any material including pronunciation as stated by kasihani (2005:7) that students learn English by listening, imitating and spelling it. Everybody knows that cartoon films combine audio and visual materials. The researcher gives a suggestion to use Naruto Movie as a medium in order to improve students' pronunciation ability. Almost everyone is familiar with naruto, not only children but also high school students. The film is presented with English dubbing and English subtitle so it makes the students learn easier while they watched the film they are familiar with.

In this case, a good pronunciation importantly makes a conversation or speech become more clearly to understand. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina 2006:1).

So, the researcher realizes that the students' pronunciation ability needs to be improved. The research is conducted in MA Banuraja which is located in Pangauban village, West Bandung. The researcher is interested to do quasy experiment in that school how if naruto movies are used in teaching pronunciation because of that reason the researcher formulates the title: "***THE EFFECTIVENESS OF NARUTO MOVIES TO INCREASE STUDENTS' PRONUNCIATION ABILITY***".

## **B. Research Questions**

Related on the study entitled the effectiveness of naruto movies to increase students' ability in pronunciation, the following statements of the problem are stated as follows:

1. How is the students' pronunciation ability by using naruto movies as a teaching media?
2. How is the students' pronunciation ability by using listen and repeat technique?
3. How effective is the use of naruto movies as a teaching media to increase students' pronunciation ability?

## **C. Research Purposes**

These are the research purpose as follow:

1. to identify students' pronunciation ability by using naruto movies as a teaching media;
2. to identify students' pronunciation ability by using listen and repeat technique;
3. to identify the effectiveness of the use of naruto movies as a teaching media to increase students speaking pronunciation ability;

## **D. Significances of Research**

### 1. Practical Significance

The important role of this practical research is to make student understand easier and the learning activity in the classroom become more attractive. Students are not easily boring because Naruto Movies as audiovisual media have significance advantages in teaching learning process especially in language teaching. One of the advantages from this media in learning pronunciation is to lengthen the memory of students in obtaining the information and increasing students' understanding. The students will extrinsically be motivated.

### 2. Theoretical Significance

Naruto movies as a teaching media can be a brand new idea for English teachers in order to minimize students' error in pronouncing words, phrases, clauses, or even sentence. Naruto movies have some benefits for the teachers. Teachers do not need to talk a lot in explaining the teaching materials that are being presented. Students enjoy to watch naruto while they are unintentionally learning pronunciation.

### 3. Policy-based Significance

The finding of this study becomes a benefit for the teachers because teaching with naruto movies as a media plays important role in education especially for learning speaking. Teaching with naruto movie as media to learn

speaking especially pronunciation could be an alternative method for the teacher because Naruto Movies can make students understand easier. Based on the researcher did while doing PPL program, the learning activity in the class become more attractive. However, some of the English teachers still do not know that Naruto can be used for learning English. For the writer, this study helps the teachers create an innovation in the learning activity that some researcher were not able to explore.

#### **E. Rationale**

Pronunciation is one of the important aspects in English, especially in oral communication because every sound, stress pattern, and intonation may convey meaning. In this case, every character in Naruto Movies always speak with good pronunciation, fluency and accuracy. That is why the researcher uses Naruto Movies as teaching media to teach pronunciation. Pronunciation has an important role in speaking. In order to speak English, the students have to be very careful in pronouncing some utterances or he may create misunderstanding.

According to Oxford Advance Learner's English Dictionary, Pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound.

But it does not have any important information about how a language or a particular word or a sound should be spoken.

From the definition above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood.

Teaching pronunciation in high school is very essential. The teachers should give certain attention in teaching pronunciation and decide the area of sounds that become the basic need for students because learning pronunciation is crucial for speaking skill of the students. In order to teach pronunciation to students, the teacher has 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.

In teaching pronunciation, the intelligibility is considered the main goal of pronunciation since the idea of pronunciation is to enable the listeners to understand what the speaker says. Kenworthy (1987:1) states that the main goal of pronunciation for the learners is can be *comfortably intelligible*. It means that the conversation between the speaker and the listener can be comfortable. It is the condition where the speaker and the listener understand each other.

Based on what the researcher did in preliminary observation at school, the teachers still uses a conventional way in teaching and learning process which is

monotonous and boring. The students only repeat what are the teachers said. In order to solve the problem, it is important to find effective and innovative ways to improve the student interest in their pronunciation ability. Naruto movies can be used as a teaching media in learning pronunciation.

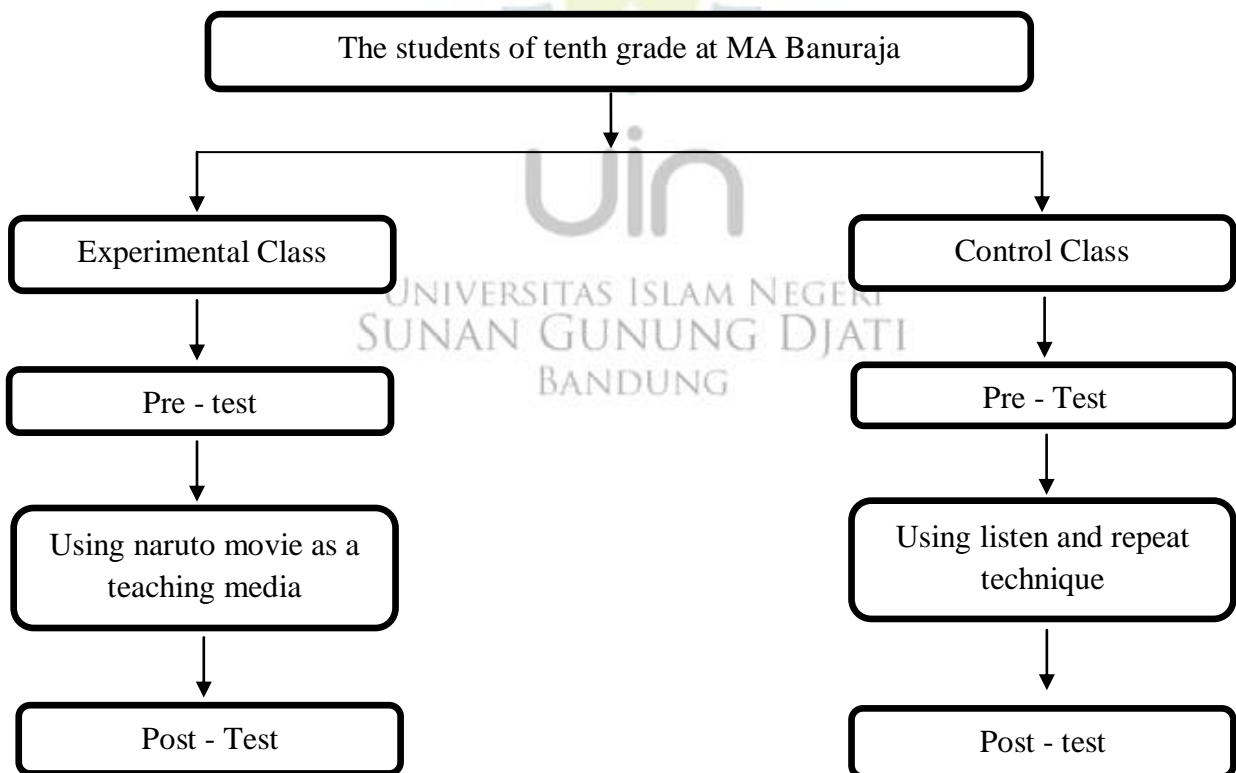
Native-like pronunciation is difficult for most young learners to achieve in a foreign language. Its achievement requires not only skilled teaching but also a high level of internal motivation of the student. Most students are satisfied with reasonably intelligible speech in the second language and this is an acceptable goal for the English Foreign Language (EFL) teacher. The teacher should give assistance during the regular speaking lesson to students who have difficulty with particular sounds.

Cartoon is always associated with children. Basically, cartoon is entertainment for children, 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 (2009) says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintains a feature that invite students' ability to recognize.

Cartoon film is interesting and has purposive communication as stated by Kemp (1963: 3). Cartoon films as audiovisual media have significant advantages in teaching learning process especially in language teaching. The researcher used naruto as one of many cartoon movies which will be used in the research.

In the table 1.1 framework of study, the researcher uses quantitative method design with a quasi-experimental study. The researcher use all participants from two classes, the sample of the research used the tenth grade student of MA Banuraja, Kab Bandung, Bandung barat. The first class is experimental class. The students are given the pretest and the treatments by using naruto movies. The second class is control class. The students are given the pretest and the treatments by using listen and repeat technique and then the students are given the post test and the last the result is compared.

**Table 1.1**  
**Framework of Study**





In table 1.2 step of research, the researcher takes six meetings in total. The first meeting is collecting the school data from the school stakeholders and the students are given the pre-test to measure the pronunciations skill before given the treatments. The second until the fifth meeting are the process of teaching and learning pronunciation by giving treatments. The treatments will be given to the students fourth times. The treatment which is given to experimental class is naruto movies. The researcher showed the movie with projector and speakers and then discussing the material in the movies and after that evaluate it. For the control class, the treatment is using listen and repeat technique. And the last meeting, the students are given the post test to measure the pronunciations skill after given the treatments.

**Table 1.2**

**Step of Research**

<b>No</b>	<b>Meeting</b>	<b>Activities</b>	<b>Target</b>
<b>1.</b>	1 <sup>st</sup> meeting	Collecting school data of MA Banuraja	School Stakeholders
		Giving Pre-tests	Students of X IPA & X IPS
<b>2.</b>	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> Meeting	The process of teaching and learning pronunciation	Students of X IPA & X IPS
		a. Treatments with Naruto 1) Showing the movie (projector) 2) Discussing The Materials 3) Evaluating	Experimental Class
		b. Treatment without Naruto (listen And Repeat technique)	Control Class
<b>3.</b>	6 <sup>th</sup> Meeting	Giving Post-tests	Students of X IPA & X IPS

## **F. Hypothesis**

Hypothesis is starting point of any experiment. It means that the idea and general statement that the scientist wish to test an experiment about relationships between two or more variables (Clarson, 1984:32). According to Arikunto (2010:71) “Hypothesis is a tentative statement toward problem of research, until it is through the data completed”.

Sudjana (2005:213) said that “hypothesis is base on the assumption about something that cleared the problem guide to the next research”. Hypothesis has two possibilities; it may be right or wrong. So it should be proven by testing.

Based on the explanation above, the hypothesis of the study is ‘the effectiveness of naruto movies to increase students speaking ability in pronunciation.

The study decides to analyze two variables. The first is about using naruto movie as variable X and pronunciation ability as variable Y. If the hypothesis is written in a certain formula, it will appear as follow:

Ho: there is no significant difference between students’ pronunciation ability using Naruto Movies as a teaching media and using listen and repeat technique

Ha: there is a significant difference between students’ pronunciation ability using Naruto Movies as a teaching media and using listen and repeat technique

## **G. Research Methodology**

### **1. Method of Research**

The study of the research uses quasi-experimental method (Quantitative) to analyze the data. The researcher uses quasi-experimental because there are only two classes of tenth grade students in MA Banuraja, Pangauban village, West Bandung. According to Sugiyono (2012:8), quantitative is a research methods that is based on the philosophy of positivism. It is used to examine the population or a particular sample. The technique is generally carried out at random using a data collection instrument of research, quantitative data analysis or statistics in order to test the hypotheses that have been established.

### **2. Source of Data**

#### **(a) Location of the research**

This study conducted in MA Banuraja, which is located in Pangauban village, Batujajar district, West Bandung. The researcher chooses this school because the researcher did the PPL (Introductory Teaching at School) program in this school. Thus, the researcher knows its infrastructure facility, teachers and students.

#### **(b) Population**

Population is a complete set of elements. The population of this study is the tenth grade students of MA Banuraja academic year 2016/2017.

(c) Sample

Sample is the selected elements of population. The number of population is approximately 50-60 students. The researcher takes the student of tenth grade at MA Banuraja Pangauban village, Batujajar district, West Bandung.

### **3. Technique of Research**

The technique to collect the data for the study is the test given to the students. According to Arikunto (2010:193), test is a set of questions of exercise or other instrument used to measure the skill, knowledge intelligent or attitude of an individual or group. The test is divided into two parts; pretest and posttest.

a) Pre-test

A pre-test is test given to measure the outcome variable before the experimental manipulation is implemented. The form of the test was a dialog and a text which is used to measure skill, intelligent, knowledge or ability that are owned by individually or personality. The writer is observing the pronunciation ability of the students including intonation, fluency and accuracy.

The form of pretest which the researcher takes is a dialog. The students need to perform in front of the class. Each performance consists of two persons. The students read the dialog with correct intonation, fluency and accuracy to know the ability of the students before the students are given the treatments. Here is the form of pretest:

Sakura : Don't you know what is the day tomorrow?

Naruto : Tomorrow is Tuesday, and we'll have mathematics subject and I hate...

Sakura : Stop, not that!

Naruto : And then what? Tell me something. Don't be crinkle like that!

Do you want to treat us some ramens?

Sakura : Oh,, God. Can you remember something? Tomorrow?!

Naruto : Is that about our holiday project to iron island?

Sakura : No! it's not about our holiday, furthermore we are noy going to iron island!

Naruto : Is that about our date?

Sakura : No! I never date with someone like you naruto, it is only on your dream you moron!

Naruto : Aha,, I remember. It is Garaa's birthday right?

Sakura : brilliant!

Naruto : Woaaa,, we must bully him. I have a plan. Sasuke and I have discussed it.

Sakura : Why don't you two tell us something?

Naruto : Woa,, calm Down sakura. First we will give a note for him.

Sakura : You write it wrong, you must delete it. your hand-writing is awful!

Naruto : why delete it ? awww whatever.

From the dialog above, while the dialog is read by the students, the researcher is listening to them to give score according to characteristic of

pronunciation and indicators of scoring criteria of pronunciation test. According to Harris, D.P (1969:282) the example of a teachers' rating is below:

**Table 1.3**

**Speaking Rating Scale**

Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly incorrect pronunciation
	3	Speech consists of some inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speech is quite flowing style, mostly easy to understand
	4	Speed of speech seems to be slightly affected by language problems

	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all of the elements of the story
	4	Ideas well organized, covers almost all of the elements of the story
	3	Ideas less organized, some missing parts of the elements of story
	2	Ideas less organized, covers only the main elements of the story
	1	Unorganized ideas, a lot of missing parts of the elements.

Those rating scale are used by the researcher to measure the students' pronunciation ability. In scoring the students work, the researcher used indicator of the students' scores as follow:

**Table 1.4**  
**Students' Achievement by Harris (1969)**  
**Criteria of mastery Grade**

91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

From the indicator above, the students score can be categorized into six categorizes. So, the students get score:

Excellent	: If the score is 91-100
Very Good	: If the score is 81-90
Good	: If the score is 71-80
Fair	: If the score is 61-70
Poor	: If the score is 51-60
Very Poor	: Less than 50

Speaking test especially pronunciation is different from the other English aspect test. The researcher should give an oral test to obtain the score from the students. Because the test was oral test so the assessment is different. Maximum score is 100 and the minimum score is less than 50 and the final score using scale 1-100.

The scoring guide:

Pronunciation + Grammar + Vocabulary + Fluency + Content x 4

(Harris, 1969:282)

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b) Treatment

It means that the researcher gives the students treatment by using naruto movies as a media. The treatments which are given to experimental class is naruto movies. The researcher showed the movies with projector and speakers, then discussed the material in the movies and after that evaluate it. For the control class, the treatment is using listen and repeat technique.



Teaching learning process is conducted in the classroom especially in experimental class by using Naruto Movie as a teaching media while in control class using listen and repeat technique. It takes six meetings in each class in order to know the students difficulties, problems, and to know the significant improvement of students' pronunciation ability before and after given the treatments.

c) Post-Test

It means that the researcher gives post-test to measure the students' pronunciation skill after treatment by using Naruto movie as a media. Posttest is purposed to know the effectiveness of naruto movies to increase students' pronunciation ability and to know students' understanding after treatments are given. The implementation of posttest is conducted in the class. The material of the test is given to the students

**4. Data Analysis**

This research uses the pre-test and post-test to analyze the effectiveness of naruto movies to increase students' pronunciation ability. According to Jihad (2009:67) data is used to measure how the students master the subject/ lesson which has been delivery especially in knowledge and skill aspect. It means that the test is needed to measure students' ability. In analyzing quantitative data,

particularly pretest and posttest score, the researcher will use the following statistical steps.

a. Calculating the mean (M) by using the formula:

$$\bar{x} = \frac{\sum X}{n}$$

(Gunawan, 2015:11)

b. Calculating standard deviation (S) by using formula:

$$= \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}}$$

(Gunawan, 2015:28)

c. Testing normality of data with Kolmogorov-Smirnov test (Rahayu, 2014:79)

d. Testing homogeneity of variance with F-test (Rahayu, 2014:17)

e. Testing hypothesis with T-Test formula:

$$t_{count} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Rahayu, 2014:35)

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