

## **Chapter One**

### **Introduction**

The first chapter of this research discusses the background of the study, identification of the problem and delimitation of the problem. This is followed by two research questions and two research objectives. The chapter concludes significance of the research. Finally, the organization of the chapter is also included here.

### **Background of the Research**

Speaking is something important for people to start a conversation. By speaking, delivering ideas or thoughts would be easier. Speaking is also one of the ways to connect with others. According to Khoironiyah (2012), speaking appears instinctively the most essential skill to be mastered. The mastery of speaking can be measured in terms of the ability to carry out a conversation. Speaking is crucial in many fields including academic field. It gives students the ability to make dialogues, give ideas, and exchange information in the classroom.

Students in many countries have used many tools to learn speaking skills, especially English-speaking skills. Cartoon movies are one of the tools that students used for learning English speaking skills. Watching cartoon movies is a habit for some students. They usually do the activity in their spare times to learn English speaking skills. From cartoon movies students can learn not only speaking skills but also some other skills such as listening skills, and vocabulary mastery. Cartoon movies are stimulating, varied and often humorous. Thus, they can be a major attraction for students in a difficult learning environment (Mamat, Halim, & Rahim, 2014).

The demand for learning English is very high. This is because English as the international language is important for education, future career, or traveling. However, many students still do not have the ability to speak English properly, especially in Indonesia. Based on the researcher's informal interview, several students of an English Language Education Department (ELED) of a private university in Yogyakarta do not fully speak English in the class. This is because some courses do not have a presentation assessment, or they do not focus on the speaking skills. The student will quickly feel bored when they are reading a book for a long time. Thus, the students rarely like to read since they prefer to study with a visual image. Some students have problems in speaking English well. Therefore, the students need additional authentic materials outside the classroom. As a result, the students used cartoon movies to help them in learning speaking skills. They have done several activities by watching cartoon movies to help them learn English speaking skills. By doing the activities, the students feel more relaxed, happier and motivated to learn. Based on the background, the researcher interested in finding out the students' perception on learning English speaking skills by watching cartoon movies.

### **Statement of the Problem**

Based on the informal interview done by the researcher, some students in the faculty faced several problems in speaking English such as the speed of a conversation, specific accent, lack of awareness of the context, coarse terms, scientific words. The students struggled to understand the meaning of a conversation because they had lack of vocabulary understanding. They cannot also deliver the sentences well in a conversation. As the result, they used cartoon movies to learn English speaking skills. Maldino et al.

(2007) highlights that cartoon movies are comprehensive tools for learning English speaking skills as they deliver message through sound, series, and animated objects. As the students had done several activities in learning speaking skills using English cartoon movies, the researcher is interested to find out the activities and the activities help them learn speaking skills.

### **Delimitation of Problem**

Some students at an English Education Department of a private university in Yogyakarta have learning English speaking skills. They watch cartoon movies to learn about speaking skills. The researcher wants to reveal activities done by the students and to know how the activities help them in learning speaking skills.

### **Research Question**

The researcher has proposed the research questions for this research. There are two research questions as research guidelines. The questions are:

1. What are the activities that the students do while learning speaking by watching cartoon movies?
2. How do the activities help students learn speaking skills?

### **Purpose of the Research**

Based on the research question above, the purposes of the research are:

1. To reveal activities done by the students in learning speaking by watching cartoon movies
2. To know how the activities help students learn speaking skills

## **Significance of the Research**

This research provides information about activities done by students in learning speaking by watching cartoon movies. This research also shows how the activities help students learn speaking skills. This research is expected to be a source of knowledge for teachers, students, and other researchers.

**The teachers.** The teachers can get the information about the use of English cartoon movies and engage the activities as a learning tool and learning activities for the students. By knowing how the activities help students improve their speaking skills, teachers may be able to provide an effective learning activity using cartoon movies to help students in learning listening skills.

**The students.** The findings of this study can give the students input about ELED students' perspectives on English cartoon movies in learning English speaking skills. Moreover, the students can gain information from this research about learning English speaking skills using English cartoon movies. The students can be more motivated and more interested in learning English speaking skills using cartoon movies.

**Other researchers.** The other researchers who are interested in investigating the same topic can use this research as a reference for future issues. They can study how an English cartoon movie can influence students English speaking skills.

## **Outline of the Research**

This research report is delivered in five chapters. The first chapter presents introduction that identifies the background, statement of problem, delimitation of the problem, research questions, purpose of the research, significant of the research, and

organization of the chapter. The second chapter provides literature review used as a foundation of the research. Several theories and concepts are reviewed in the second chapter including cartoon definition, speaking skills, speaking sub skills, the activities that can help the students learn English speaking skills by watching cartoon movies, review of related study, and conceptual framework. The third chapter explains how the researcher collects the data started from research design, research setting, research participants, data collection method, research instrument, data collection procedure, and data analysis. The fourth chapter presents the data that has been collected by the researcher and discusses the result of the data to answer the research questions. Finally, the last chapter brings conclusion and recommendations of this research.

