

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the study. It gives the general overview of the study. It presents the background of the study, the research problem, the objective of the study, significance of the study, and the definition of the key terms.

A. Background of the Study

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in school according to (Ramelan:1992). English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of Senior High School students. Usually teaching English is indeed to develop and to enhance the students' competence in four language skill: listening, speaking, reading, and writing.

In order to achieve those four language skills, the language components such as grammar, vocabulary, pronunciation, and speaking are also given to the students. In this matter, speaking can help student' to be able to speak brave and fluently with another person or foreigner. According to (Tuan:2015) Spoken language production is often considered one of the most difficult aspect of language learning. In reality, many language learners find it difficult to express themselves in spoken language in the target language. Sometimes they think that learn English especially in speaking is so difficult. They think that speaking need much vocabulary, and mentality to speak to other people.

Bailey (2005:67) said, "Speaking is an interactive process of constructing meaning that involves producing receiving and processing information". people often indicate that someone has used foreign language to communicate with other just need simple thing.

That is how the people who communicating with us can understand what we say. On the other hand, we understood what they said.

However, English language teaching in Indonesia has not reached the objective yet. Many Indonesian people fail to communicate with other people from English speaking country because they cannot understand what is said to them, though they can speak comprehensively. Based on the writer's observation to the teachers and students, the failure of teaching speaking is caused by the teacher's and student's factor. Sometimes teacher say to count student but they just silent, it is phenomenon happen.

The problems of speaking capability at MTsN 9 Kediri is speaking rarely used and the teacher didn't teach the student to speak fluently. They always taught them reading and writing mostly. In class used to speak Indonesian more than English, it happens because the student cannot understand what the teacher said in English. Using Indonesian language while teaching English has purpose to make the student get easier to understand what the teacher said when teaching English in the classroom. In Indonesia teaching and learning English is difficult because English is a foreign language. The students' motivation factors and they were lazy to read or study about English, the student kept silent when learning English. The problem are students have limited vocabulary. They afraid if they make mistake when they speak English. When the students found new vocabulary usually, they didn't understand the right pronunciation to speak. In class the students speak very weak and low, it is because teacher's is limited in class.

In addition, the student problems are not only from the classroom environment but also from the student themselves. The reality we often see is that, in fact many students master the theory better than practice. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self

confidence to build their confidence, students need more practice so that teacher are suggested to create and use interesting method. One of the methods is retelling story. Generally retelling story is liked by the students because they like stories. It is also appropriate for the students at their age.

In order to make story retelling more interesting, good media are needed. The term 'media' is defined by Brown et al (1977:2-3) as tools or the physical things used by a teacher to facilitate the instruction. According to Gerlach and Elly (1980:245), to select the appropriate media, the teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also ought to be considered in media selection come from our instructional system model, that is, the organization of groups, the time available and the space in which the media will be used.

(Eastment:2009) said that comic have been regarded as 'low art' at best, whereas other culture, especially the French and the Japanese, have held them in high esteem. Comic is one of the many media to teach retelling story. Comics are an art form using a series of static images in fixed sequence. Using English comics as a means for teaching retelling story can be very pleasing and interesting for the students. By using English comics students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of English comics they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes.

Considering that Webtoon is an innovative media in teaching reading comprehension. Teachers should know how to use Webtoon and how to connect students into virtual classroom that can give some advantages either for teacher or students. For

teacher, social application like Webtoon can make teachers help students to interest and teach how to use their android, computer and their free time by reading. It can be suitable process where the process of teaching and learning is not limited to classroom for meeting only. For students, it can be new experience for them to learn digitally and virtually. This strategy supported by researchers.

The finding of this study have implications for English language instructor, encourage them to see how technology can facilitate learning and help learners produce better academic performance. In relation to this research, the researcher try to investigate **“The Use Of English Webtoon Comics To Improve The Speaking Ability Of The Students Of Mtsn 9 Kediri”**

B. The Problem of the Study

Based on the background of the study above, the researcher tries to describe the students speaking ability of MTsN 9 Kediri in Speaking by using webtoon for the ninth graders of MTsN 9 Kediri. The problem is:

“How can the use of English comic improve the ability of students of MTsN 9 Kediri in Speaking?”

C. The Objective of the Study

Based on the problem stated above, the general purpose of this study is to improve the speaking ability of MTsN 9 Kediri in Speaking by using webtoon.

D. Significance of the Study

This classroom action research can help teacher to have more various ways in teaching speaking skill by using English comic:

1. For the teachers, the result of this study will be useful as informative input for them to improve their ability in choosing appropriate technique or media in teaching speaking.
2. For the students as the subject of this research, this research can motivate them in improving their speaking skills and help them to solve their problem in speaking.
3. For other researcher, the next researcher gets information that using English comic can improve speaking skill. The researcher knows the interesting media that can be used to teach speaking in the future.

E. The Scope and Limitation of the Study

The researcher focused his study on speaking ability in retelling story using English comic. The subject of the research is the ninth graders of MTsN 9 Kediri. The researcher limits this research dealing with the improvement of student ability in Speaking of ninth graders of the MTsN 9 Kediri in the academic year of 2021/2022 using webtoon comic.

F. Definition of the Key Term

1. Comics

Comic is a light and easy to understand reading material. It has pictures and contains short conversations in “bubbles” of speech. The vocabulary used there can be inferred from both pictures and the context, so the students do not waste their time to look up the meaning of difficult words in a dictionary

2. Webtoon

Webtoon is another kind of visual entertainment which is increasingly popular among the young generation. Presented as comic strip, Webtoon series is composed of predominantly visual elements interspersed with verbal text. According

to Djiwandono (2018), Webtoon could affect the way young generation read and printed ideas

3. Speaking

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and the effectiveness of the test taker listening skill, which necessarily compromises the reliability and the validity of an oral production test.

4. Ability

Ability or competence, is a person's unconscious knowledge of system of rules underlying his/her language: referring to the ability to produce and understand sentences appropriate to the social context in which they occur. Ability is not something done successfully with effort and skill. The word ability is derived from 'able' that equal to complete, accomplish or get something done, gain or reach up by an effort.

5. Retelling story

Retelling is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. In other words, it is expressing an experience that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.