

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is an international language, which is used by many people all over the world for communication either in speaking and writing. Thus, it is not surprising that teaching English is carried out in many parts of the world. Thailand is one of those countries and English is its first foreign language learned to cope with change in the field of economy, social life, and even the cultures. As a consequence of the rapid development in science, technology and media, foreign/second language teaching field has gained much improvement in the recent years. Especially, the function of language classes has changed dramatically. Their potential to provide comprehensible input, which, according to Krashen (1982), leads to subconscious language acquisition, has increased a lot with the provision of such technical devices as TV, LCD projector, laptop, DVD player and video materials into the classrooms. Out of all these, particularly, the use of video and TV has grown rapidly due to the increasing focus on communicative aspects of language use (Cakir. 2006). This has helped language teaching quality boost both in and outside the class. However, language learners have difficulty in following and understanding video materials and TV programs in the target language. Therefore, such visual materials have been enhanced with subtitles either in the mother tongue or the target language in order to facilitate the comprehensibility of these materials.

Another innovation in the study is using animated cartoons as language input. To the researcher's best knowledge, no other study has used animated cartoons as a material in similar studies yet. To understand the matter well, it is better to have a look at the previous literature and related studies about subtitles and captions in audiovisual materials

Cartoons represent a form of art that has been promoted into an important visual language, which influences the human sentiments and transmits messages using symbols and pictures. They constitute a combination of humour, exaggeration, and symbols, while presenting a subject using the simplest lines possible. Eulie (1969) pointed out very successfully that cartoons contain messages and, when they are selected carefully, they can easily provide information via the symbols and the exaggeration. Most important is that they use familiar pictures and objects from daily life. Wright (1979) argued that cartoons could be successful in integrating cognitive processes with the psychomotor domain because of the integration of visual, auditory, and kinesthetic learning modalities. According to Horn (1980) "cartoons have the ability to make a point without the semantic ambiguities inherent in the written words". It is a universal language (Horn, 1980; Muse, 1984) that it allows readers to develop their imagination. Philippe (1980) indicated that using cartoons is effective because they are familiar, can exaggerate events, and can reveal many facts at a glance.

In addition, cartoons can be used effectively in the teaching process when they provide information with regard to concretely instructive objects. They were used by many researchers in the classroom in order to promote learning, both in children and

adolescents (e.g. Ball, 1982; De Fren, 1988; Demetrulias, 1982; Eulie, 1969; Madden, Chung, & Dawson, 2008; Peacock, 1995; Tsou, Wang, & Tzeng, 2006). Surprisingly enough, the most innovative use in the instructive practice is that they initially capture the students' attention and, then, they allow them to travel with their mind in a world of imagination and amusement while they are learning.

Muanggaew (2005:89) has done a research on cartoon animation to use in teaching music by using cartoon animation. The students tend to learn more and pay more attention rather than regular teaching. Angkarn (2005:65) points out that animation is something that helps students enjoy and have fun with learning process. Also it is easier for them to pick up new information to add to the information they already knew. Uaraksakul (2003:45) mentions that cartoon animation can attract the attention of the students, which makes the lesson easier to get the information. The information is show in motion pictures and sound. The students can also easily see the information in the lesson from the acting in the motion pictures more than from textbooks and regular still pictures. The use of animation in teaching is the use of both art and science to build something that is so useful in teaching. In the future it should have an even greater role in the process.

In conclusion, to cope with the problems more effectively, this study aims at investigating the efficiency of the cartoon animation lessons as a teaching material whether it is able to solve the problems on the students' learning achievement in speaking ability communication and reinforce the students' learning skill for Matthayomsuksal students at Watsrabua School. Consequently, the cartoon animation have been selected for this research project with the belief in its effectiveness and capability in stimulating students' learning. In particular, the findings of the study will

be beneficial to the teaching and learning English speaking communication of Matthayomsuksal students and other levels and can be also used as guidelines for improvement of the cartoon animation lessons for those who teach English speaking communication.

1.2 Purposes of the Study

The main purpose of the study is to explore the development of cartoon animation lessons in English speaking communication of Matthayomsuksal students. Specifically, the study is conducted for the following purposes:

1. To develop and find out the efficiency of the cartoon animation lessons in English speaking communication of Matthayomsuksal students to meet the criteria set of 70/70.
2. To compare students' learning achievements before and after learning through cartoon animation lessons in English speaking communication of Matthayomsuksal students.
3. To study the students' satisfactions in learning speaking ability lessons through cartoon animation.

1.3 Research Questions

Three research questions are addressed in this study

- 1.3.1 What is the efficiency of cartoon animation for enhancing English speaking communication of Matthayomsuksal students?

1.3.2. Do students who learn cartoon animation for speaking communication have higher mean scores on post-test than that of pre-test mean scores?

1.3.3. What is the level of students' satisfaction in learning English speaking communication by cartoon animation?

1.4 Research Hypothesis

Student' learning achievement of post-test mean scores in speaking communication through cartoon animation lessons will be higher than the pre-test mean scores.

1.5 Significance of the Study

The result of this study provides useful information for teachers, students, and language learners who study English as a foreign language. Due to this study investigating and improving the efficiency of the cartoon animation lessons employed in teaching English speaking communication for Matthayomsuksal students' the finding can be applied as follows:

1.5.1 This study can be used as guidelines for improvement of cartoon animation lessons of other contents for teachers who teach English.

1.5.2 This study might be useful particularly for teacher who are planning to construct an effective teaching material as cartoon animation lessons for their English teaching.

1.5.3 Based on the results of this study, it can be used as teachers' resource or guidelines for further studies into teaching English speaking communication through cartoon animation in the future.

1.6 Scope and Limitation of the Study

Some limitations on the generalizability of the results are listed below.

1.6.1 Population and Samples

1.6.1.1 The population of this study were 75 of Matthayomsuksal students from the whole 3 classes who studied Fundamental English Course (EN 21101) in the first semester of the academic year of 2013 at Watsrabua School, Wattayiam School, Bankunsrakaew School located in Phutthaisong District, Buriram Province.

1.6.1.2 The samples of this study were Matthayomsuksal students consisting of 22 students studying Fundamental English Course (EN 21101) in the first semester of academic year 2013 at Watsrabua School in Phutthaisong District, Buriram Province. They were selected by sampling random sampling with the reason, they were taught Fundamental English Course (EN 21101) by the researcher herself. The students in this class had an average English proficiency: low, moderate and high equally.

1.6.2. Variables

1.6.2.1 The independent variable of this study was the cartoon animation lessons in English speaking communication of Matthayomsuksal students.

1.6.2.2 The dependent variables were learners' achievement and learners' satisfaction towards the cartoon animation lessons in English speaking communication.

1.6.3 Duration of the Study

This study was conducted in the first semester of academic year 2013 for 13 periods including class orientation, pre-test and post-test, and questionnaire. Each period took 50 minutes.

1.6.4 Contents of this Study

The classroom topic was “ speaking ability communication ” which was the weak point of Matthayomsuksa1 students and was needed to improve. The study was conducted by the researcher herself as follows:

1.6.4.1 Cartoon Animation Part 1 (My new friend)

1.6.4.2 Cartoon Animation Part 2 (Go shopping)

1.6.4.3 Cartoon Animation Part 3 (Let’s go to the zoo)

1.6.5 The Assumption of the Study

Assumptions inherent in this study were as follow:

1.6.5.1 The development of the cartoon animation lessons did not include general information of students such as gender, age, background knowledge, and social and economic environment which might effect to learners’ achievement.

1.6.5.2 Measurement and assessment tools had quality due to they had already validated and analyzed to find out the reliability.

1.7 Definitions of Key Terms

The terms used in this research carry a different interpretation in a different context. So, to avoid any confusion, the following section were definitions and explanations of the terms used in this study.

1.7.1 Cartoon animation lessons refer to the cartoon animation lessons teaching materials conducted in English speaking communication of Matthayomsuksa 1 students including 3 parts; Cartoon Animation 1: My new friend; Cartoon Animation 2: Go shopping; Cartoon Animation 3: Let's go to the zoo. Each lessons comprises of instruction, concept, objectives, pre-test and post-test, contents, activities, and keys.

1.7.2. Speaking Communication means the relationship between speakers on his hearer as a communicative activity has a kind of scope or area that skills can apply.

1.7.3 Learning Achievement refers to the learners' mean scores from achievement test conducted on the content of speaking ability communication.

1.7.4 Achievement Test refers to the pre-test conducted in the form of 60-multiple choice test and was done by the students before and after the lessons.

1.7.5 Criteria Set 70/70 refers to the mean scores that were used to find out the efficiency of the cartoon animation as follow:

1.7.5.1 First Criterion 70 (efficiency of the process) is the percentage of learners' total mean scores from the activities scores of cartoon animation.

1.7.5.2 Second Criterion 70 (efficiency of the outcomes) is the percentage of learners' mean scores from achievement test (Post-test)

1.7.3. Satisfaction refers to the feeling or attitude that indicates favorableness, pleasure, and gladness which Matthayomsuksa 1 (Grade 7) students felt toward learning speaking ability communication through learning activities designing in cartoon animation.

1.7.4. Students refer to Matthayomsuksa 1 (Grade 7) students who learned the Fundamental English Course (EN 21101) in the first semester in the academic year 2013 at Watsrabua School in Phutthaisong District, Buriram Province.

1.8 Overviews of the Study

This study is organized into five chapters. Chapter One has presented a background of the research, research objectives, research questions, signification of the study, definition of terms, limitations and assumption of the study. Chapter Two contain a review of literature on the basic education core curriculum, speaking ability communication, sentence, the cartoon animation, concept and theories of satisfaction, and previous studies. Chapter Three describes the action research by presenting population and samples, the instrumentation, data collection procedures, and the data analysis procedures. Chapter Four presents the finding of the study. Chapter Five contain a summary of the study, conclusions drawn from the study, recommendation for practice, and recommendations for further study.

1.9 Summary of the Chapter

For this chapter, the researcher introduced the statement of the problem on teaching speaking ability communication, cartoon animation lessons, indicated the purposes of the study, listed research questions at intended to guide the investigation and research hypothesis. The significance of the study, a statement of limitations and the assumption of the study were also stated, followed by a list of definitions of key terms used in this study. A brief overview of the existing literature related to the

present study regarding the development of cartoon animation for enhancing speaking ability communication in English teaching is presented in the following chapter,
Chapter Two.

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