

TEACHING SPEAKING USING A CARTOON MOVIE DURING PANDEMIC COVID-19 AT SMK NEGERI 7 SURABAYA

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Abstract: The COVID-19 pandemic in Indonesia has changed the online learning paradigm. There are many obstacles that teachers face while online—starting from the network and teaching media. Because if it is only taught with theory, it will feel boring. The author has tried to apply interesting learning using a cartoon movie in class X TKJ 1 at SMK Negeri 7 Surabaya. The academic year 2020/2021 by conducting classroom action research begins April 31, 2021, and ends May 9, 2021. This activity is carried out in 2 cycles consisting of planning, implementation, observation, and reflection. From cycle one activities, an average of 73 students' speaking skills increased in cycle 2 with an average value of 83, so this research is considered successful.

Keywords: Cartoon Movie, Speaking Skills

INTRODUCTION

Educational institutions are adopting online education so students can continue their studies from the comfort of their homes, particularly in subjects such as English. English language is a worldwide language that developed a unique role recognized practically everywhere in the world. Several factors contribute to English becoming a global language: it is geographical, historical, and sociological Crystal (2003: 29). Nearly every aspect of our everyday lives are influenced by and influenced by English.

The primary goal of English instruction at Senior High School dan vocational school, according to the K-13 curriculum, is to develop communicative competence among students. The four talents of the English language are hearing, speaking, reading, and writing, and pupils must be proficient in each of these areas. Regarding receptive skills, listening and reading are considered, whereas speaking and writing are considered productive. Both in the written and spoken forms, students are expected to be fluent in the English language and to communicate effectively in it.

Some experts have given a variety of definitions of speaking in the context of language learning. According to Cameron (2001: 40), speaking is the active use of language to explain meanings so that other people may understand them as well as oneself. Cameron adds that when speaking in a foreign language, it is necessary to pay close attention to the particular intricacies of the language to communicate understanding with other people. A speaker must choose the most relevant words and use the correct grammar to express meaning clearly and precisely, and he or she must structure the speech so that the audience can follow what is being said. Speaking fluently, orally, coherently, and appropriately in a meaningful context to serve both transactional and interactional purposes means using correct pronunciation, grammar, and vocabulary, as well as following the pragmatic and discourse rules of the spoken language in a given meaningful context to serve both transactional and interactional purposes. It goes without saying that in this form of engagement, accurate and coherent conveyance of the message and confirmation that the

message has been comprehended are critical.

Speaking performance is a method of oral communication in which one person conveys an idea or information to another through the production of sound and gesture, as well as the movement of the muscles of the face and, indeed, the entire body. Not only do we learn how to create and right competence sentences as independent linguistic units of random accuracy, but we also learn how to employ sentences effectively to achieve a communication goal when we learn a language, as when we learn to read. To put it another way, we are not only establishing grammar in words but also establishing pronunciation and placing the words in their proper context. This is the area in which the speaker's ability to communicate is of concern.

Then there is interaction when one student interacts with another, and they both understand each other. Finally, information processing is associated with the impression of someone else concerning responding to another feeling while using language to communicate. Because of this, the mind plays a crucial role in communication success, particularly in speaking skills. While the

comments from students are divided into four categories:

- a. *Obedient Student.* This kind of student is a good student because they obey and follow whatever they are ordered to do – they obey rules, authorities, and regulations and perceive that a teacher is the one who gives praises and awards. They center themselves on the tasks given. They never oppose their teachers' orders. These students are neither innovative nor creative. They also do not have high intelligence, but they can show satisfying results in learning.
- b. *Dependent Student.* These students depend on their teachers to help them in learning. They always fear examinations or grades or getting turned in-class activities. They are easily offended and tend to make people like them by obeying rules. They do not tend to have a strong personal bond with their teachers because they can think critically – they have their perceptions.
- c. *Pretentious Student.* These students are social. They often

make fun, make people laugh, speak a lot, boast, and so on. They like to socialize as well as to gather with people. They appreciate other people's opinions and underlie their opinion with others' views. Therefore, such attitudes hinder their intellectual progress.

- d. *Stolid Student.* Most of the students may be included in this category. Such students feel that themselves not have the capability. They are easily shocked, sensitive, and defensive – they tend to view their teacher as menacing to their identity.

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as “Instruction”, it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk. Teaching Brown (2001:7) is “guiding and facilitating learning, enabling learner to learn, setting the conditions for learning”.

. The teacher needs to demonstrate the activity and provide all the information needed to run the activity. After the activity is started, the

teacher monitors the process. He/she may go around the class, listen to students working, and help them when they find difficulties once the activity has finished.

Since March 2020, the pandemic covid-19 virus has spread widely throughout the planet. According to a study conducted by Bao (2020), the five most important areas of online education that higher educational institutions must address during COVID-19 are highly integrated online instructional design and student learning, efficient and effective delivery of online classes, sufficient support from faculty and administration, participation and group discussion among students, and back-up plans. What is the best way to teach public speaking in the classroom?. The issue is how to educate students in the Pandemic Covid-19 age. When we speak, we are engaged in an interactive process of meaning construction that involves the production, reception, and dissemination of information. Furthermore, according to Harmer (2007), “When we speak, we construct words and sentences with individual sounds, and we also employ pitch shift, intonation, and stress to express diverse meanings.”

When we want someone to perform anything for us, we give them an instruction, and when we answer them, we should pay attention to what they have told us to do. Students in the ninth grade of junior high school are required to be able to use this expression in their effective communication.

The researcher teaches at SMK Negeri 7 Surabaya and wants to teach how to talk in a fluent, correct, and suitable manner in a real-world setting or everyday conversation so that they can communicate effectively in any situation. Consequently, it follows that engaging instructional media, such as a cartoon movie, could be used to enhance the teaching of speaking to help students gain a better knowledge of how to utilize the target language in a practical setting. This research aims to know whether a cartoon movie can be used to enhance the teaching of speaking for students with good speaking skills.

RESEARCH METHODS

This investigation was carried out as part of the Classroom Action research project (CAR). Action research aims to improve teaching by examining, for example, the effectiveness of certain activities or processes implemented by

teachers during the teaching and learning process.

Classroom action research assists educators in gaining a better understanding of teaching and learning, develop their teaching abilities and knowledge, and take action to improve student learning outcomes. The steps of action research, as defined by Kemmis & Taggart (1998) and cited in Burns (1999), are divided into four phases in a cycle of research: (1) planning; (2) action; (3) observation; and (4) reflection. The cycle's progression can be observed in the following figure 1. below:

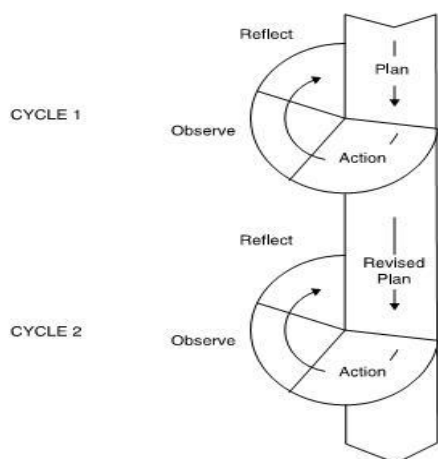


Figure 1: Research Procedure (Kemmis and Mc Taggart in Burns (1999))

Planning

Planning is the process of putting together the activities necessary to complete a task. During this stage, a researcher will make certain

preparations that are relevant to the activity that will be carried out, as well as everything that will be required during the teaching and learning process.

Action

The term "action" refers to activities that will be carried out. It is the execution of the researcher's project that will be carried out, and it contains strategies for what will be done, what materials will be taught, and what will be discussed.

Observation

The objective of observation is to gather information about the action, such as the attitudes of the students and any impediments that may arise. It serves the purpose of assessing the consequences of critically informed actions and looking ahead, so offering a framework for reflection. It will always be governed by the intention of providing the finest possible environment for critical self-reflection. As a result, it must proceed with caution.

Reflection

In each cycle of a classroom action research project, as illustrated by the figure and explanations above, there are four components. It comprises of the steps of planning, taking action, observing, and reflecting. The four steps

of the classroom action cycle were carried out in a logical sequence, much like a spiral.

RESULTS AND DISCUSSION

Results

The description of Cycle 1

The Cycle I observation took place on Tuesday, May 1st, 2021, and was a success. The subject of delivering and reacting to instruction ran through the speaking material. Cycle I dealt with the teaching and learning process and an assessment observation. There was a total of 38 students who attended. In order to serve as a learning medium, the researcher created a cartoon movie titled "Toy Story of buzz." Some efforts to overcome the problems identified in the previous sub-chapter were planned in light of the feasible solutions identified in that chapter. The plans for the measures that would be performed were intended to result in the achievement of the following conditions and improvements in some aspects:

The description of Cycle 2

After considering the results of the preceding reflection, it is reasonable to conclude that the activity possessed both advantages and disadvantages, in addition to strengths and weaknesses.

Accordingly, the researcher came to the conclusion that it was critical to plan for and execute the next cycle in order to solve the challenges and weaknesses that had surfaced during the previous cycle. After making observations and reflecting on the teaching learning process in Cycle I, the researcher changed the technique for teaching speaking in Cycle II the following cycle, taking into consideration the observations and reflections from the previous cycle.

Discussion

Discussion of Cycle 1

In addition to the observations and interviews that were performed during the implementation and reflection, speaking assessments were also undertaken to quantify the improvements in the students' speaking abilities in order to ensure the validity of the data collected. Fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension were some of the indicators developed by the researcher to assess speaking performance in various situations. Each part of speaking during the teaching and learning process is represented in the following table, which

shows the mean scores of the students on each aspect.

Table 1. The Students' Mean Score Of Each Aspect Cycle 1

Aspect	Mean Score
Fluency	71.6
Pronunciation	74
Grammar	71
Vocabulary	75.7
Comprehension	72

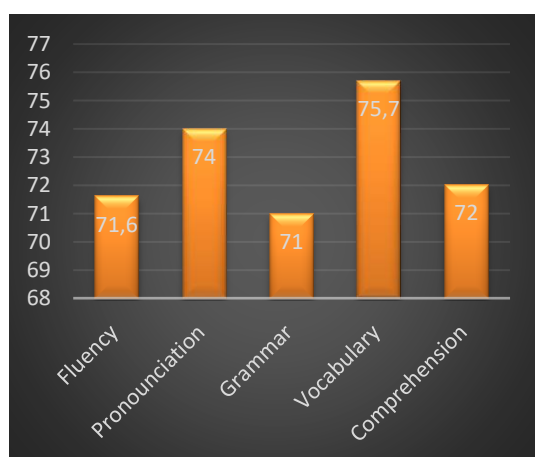


Diagram 1 The Mean Scores of the Students' Performance on Five Aspects in Speaking Skills during Cycle I

In the end, the researcher and collaborator came to a conclusion about Cycle I's findings after reflecting on the actions that had been implemented and scoring the students' oral presentations. During the implementations of this cycle, there were some successful and some unsuccessful acts carried out. They were:

- This activity helped students understand the materials more easily because they were watching a cartoon movie.
- The objectives of using cartoon movie as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully accomplished.
- By incorporating English language into classroom activities and communicative speaking activities, students were given additional opportunities to practice the target language in a practical situation. -
- As a result of the more varied and fascinating classroom activities, students' enthusiasm and interest in studying English have grown significantly.
- Some students were able to accurately enunciate words and apply appropriate intonation.
- While participating in a dialogue, students were able to express themselves with confidence.

Discussion of Cycle 2

With Cycle II, the researcher and the English teacher adopted several new and improved actions in the hopes of

making the speaking teaching and learning process more enjoyable for both students and teacher. For the sake of summary, it is possible to observe how activities taken during the teaching and learning process

Table 2. The Mean Scores of Student Performance in Cycle II

Aspect	Mean Score
Flueancy	81
Pronunciation	85
Grammar	83.6
Vocabulary	81
Comprehension	79

Meanwhile, this following chart shows the improvements of the students' speaking skills.

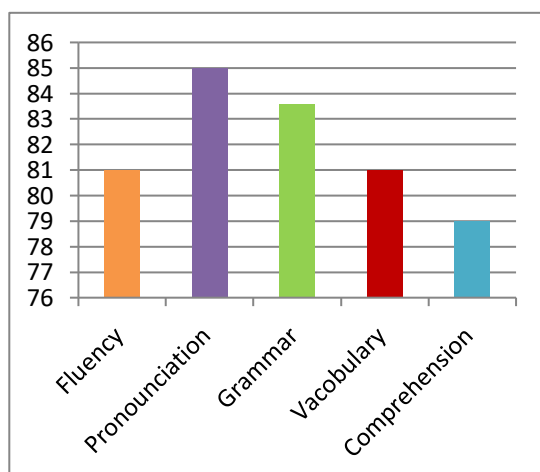


Diagram 2. The Mean Scores of the Students' Performance on Five Aspects of Speaking Skills during Cycle II

In light of the limited time available and the findings of Cycle II, which indicated that all interventions were successful in improving the

students' oral communication skills and that the research's overall goal had been achieved, the collaborator and the researcher agreed to conclude the research in this cycle.

The use of a cartoon movie and its supplementary actions, which included the application of some communicative speaking tasks, the use of English language in the classroom during the teaching and learning process, providing feedback on the students' work, and providing handouts of the materials, were successful in improving the students' speaking skills of the class IX B students at SMPN, as previously stated. Those conclusions might be drawn from the observations and interviews conducted with the English teacher and the students throughout the course of the investigation. Prior to the implementation of the steps, the students' oral communication abilities were evaluated using a pre-observation administered on April 31, 2021. Between now until May 9, 2021 (Cycle II), the post-observation was carried out in the course of the actions' implementation (Cycle II). In general, the results of the pre-observation and post-observation are shown in the table below, which compares them.

Table 3. the Comparison between the Pre-Observation and Post-Observation Results

Score	Pre-Observation	Cycle 1 Post-Observation	Cycle 2 Post-Observation
Mean	52.5	72.94	82.84

The table above showed the changes on the students' scores which increased significantly. The students, who just gained 52.5 in the pre-observation, were able to increase their score up to 20.44 in the Cycle I post-observation then keeping increase their score up to 9.9 in the Cycle II Post observation. It indicated that they were successful in making a considerable improvement. In conclusion, the use of cartoon movie was proven to be effective to improve the students' speaking skills. The change between the results of pre-observation and post-observation can be seen in this following chart:

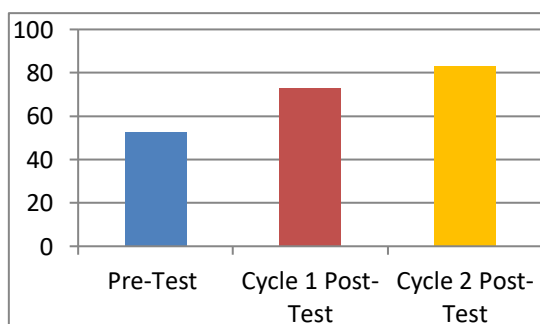


Diagram 3. The Comparison between the Result of Pre-observation and Post-observation

In addition, the researcher also observing student's response in learning process. Cycle by cycle the student's response in learning process get improve 20 %. The change between the results of pre-observation and post-observation can be seen in this following figure:

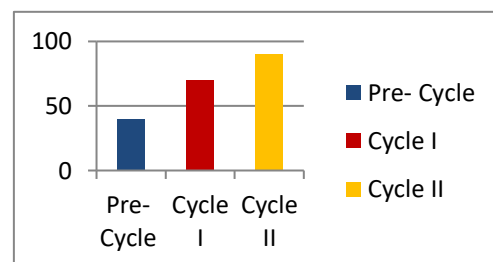


Diagram 4. The Comparison between the students learning response in Pre- Cycle, Cycle I, and Cycle II

Meanwhile, the results of the students' speaking performances during the course of the implementation were also presented to support the conclusion that the employment of cartoon movies may help students enhance their public speaking abilities. The following chart depicts the improvement in the students' speaking performance on five different aspects (fluency, pronunciation, grammar, vocabulary, and comprehension) that occurred as a result of the activities taken.

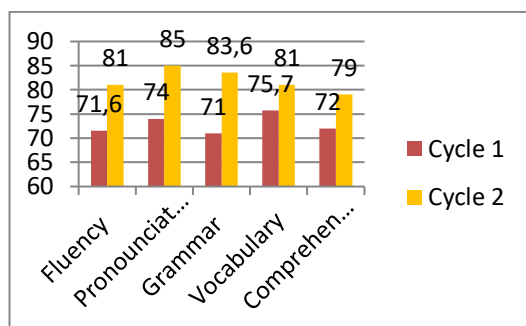


Diagram 5. The Mean Scores of the Students' Performance on Five Aspects of Speaking Skills during the Implementation

Cartoon movie can help students enhance their speaking skills in terms of fluency, pronunciation, grammar and vocabulary. It can also help them improve their comprehension skills. It was because the students were able to obtain real and acceptable models of English in the context of certain expressions by participating in the movie watching activity. They may learn how to talk in a fluent, correct, and suitable manner in a real-world setting or in everyday conversation so that they could communicate effectively in any situation. Consequently, it follows that engaging instructional media, such as cartoon movie, could be used to enhance the teaching of speaking in order to help students gain a better knowledge of how to utilize the target language.

CONCLUSION

This particular study was carried out in Surabaya's SMK Negeri 7

Surabaya in class X TKJ 1 in the academic year 2020/2021 which was classified as action research, began on the 31st of April 2021 and finished on the 9th of May 2021. The subjects of the study were students from class X TKJ 1 as well as their English teacher. The researcher came to a number of findings based on his observations and conversations with

Based on the results of the two cycles, it can be inferred that there are some effective methods for improving the students' oral communication abilities in SMK Negeri 7 Surabaya's class X TKJ1 (English). First and foremost, employing a cartoon movie as a teaching medium has the potential to capture students' attention during the teaching and learning process, as well as to increase their motivation to complete the course. A cartoon movie could provide students with relevant and accurate models of English, allowing them to learn how to utilize the target language in a real-life social situation through the use of animation. It also made it easier for students to grasp the concepts presented in the materials. A cartoon movie can help students enhance their speaking skills in terms of fluency, pronunciation, grammar and vocabulary.

It can also help them improve their comprehension skills. It was because the students were able to obtain real and acceptable models of English in the context of certain expressions by participating in the movie watching activity. They may learn how to talk in a fluent, correct, and suitable manner in a real-world setting or in everyday conversation so that they could communicate effectively in any situation. Consequently, it follows that engaging instructional media, such as cartoon movies, could be used to enhance the teaching of speaking in order to help students gain a better knowledge of how to utilize the target language in a practical setting.

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