

**THE EFFECTS OF CARTOON MOVIE AS THE MEDIUM IN
IMPROVING STUDENTS' SPEAKING SKILL THE NINTH OF
SMP NEGERI 51 SURABAYA**

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ABSTRACT

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Speaking skills in English is a unique topic to study because in this modern era we cannot be separated from the language. In our daily life, language has function as a tool to communicate and interact with others. This study aims to identify and reveal improved speaking skills through the media of cartoon movie in class IX B students of SMPN 51 Surabaya in the year of 2016/2017. The researcher uses the Classroom Action Research (CAR) method and collects qualitative and quantitative data. The results of the study show that media can have a good effect on improving students' speaking skills. they can understand and practice directly using English so that this can provide positive motivation and encouragement for students in learning English. This research showed that there was significant improvement in cycle 1 and cycle 2 in various aspects of speaking which included fluency, pronunciation, grammar, vocabulary, and comprehension.

1. Introduction

English is an international official language that is recognized by the whole world. English has an important role as a global communication tool that can be used wherever you are. According to Crystal (2003), English has become global due to its geographical and sociocultural historical background.¹ This makes English an important part of our lives every day, both in everyday life, in the media, technology, entertainment and so on. The use of English cannot be separated from English. English is the second language in Indonesia, therefore it is not Too many people are fluent in using the language. However, in this sophisticated era, English is developing quite rapidly in Indonesia, especially in the fields of science and technology. Evidenced by the many schools that implement English learning starting from kindergarten to the next higher level. In line with (Amiatun, 2020), which states that the ability to speak English in modern times is very important, not only as a means of communication with foreigners but also to enhance a brilliant career with fluent and fluent English skills.²

Speaking is one of the most important language skills. Speaking is a process used to convey messages and tools to communicate with others. Nuryana (2020) says that speaking is a bridge to interact with others.³ Ability and skill in speaking is one that must be improved among the four skills, there are listening, reading, writing and speaking. So, learning English can not only be done with theory but must be accompanied by practice. Harmer (2007: 29) said that speaking skills include pronunciation, intonation, grammar and vocabulary by conveying different meanings. We can apply and practice speaking skills when in class, talking with teachers and

¹ Crystal, D. 2003. *English as a global language Second edition*. Cam-bridge: Cambridge University Press.

² Nuryana, A. 2020. *The Difficulties Encountered by Non-English Department Students to Speak English in IKIP Widya Darma*. 7(2). 233-241. Jurnal Widyaloka IKIP Widya Darma: Surabaya

³ Nuryana, A. 2021. *The Use of Teacher's Codeswitching in Speaking Class to The Eleventh Grade of SMP Al Falah Assalam Tropodo-Sidoarjo*. 8(2). 151-161. Jurnal Widyaloka IKIP Widya Darma: Surabaya.

also friends. So, with adequate practice, students can get used to speaking English fluently.⁴

In fact, teaching English to teenagers has a challenge in itself. There are several problems encountered such as limited vocabulary and grammar, inappropriate pronunciation and expressions used in speaking (Brown, 2001).⁵ In addition to factors from students, inhibiting factors in learning English come from educators such as monotonous teachers, ineffective class activities, and so on so that students tend to feel bored and unmotivated when learning English. Therefore, these two factors, both students and teachers, both should build a fun teaching and learning situation so that the lessons delivered can be well received by students.

In addition, the use of media is also one of the important things that are effective in the teaching and learning process. Various media can build a good atmosphere and increase the enthusiasm of students. According to Sadiman (2010: 6), "media is a physical means used to convey messages and stimulate students to learn".⁶ Media can be in the form of videos, films, songs and so on which can be used as variations and colors in the learning process. So, that the media contributes and plays an important role in improving student learning in the classroom.

In this research, the researcher focuses on the use of movie cartoons as a medium in improving students' speaking skills. Researchers conducted action research at SMPN 51 Surabaya especially students in IX grade. This aims to reveal how the student's responses towards the usage of cartoon movie as a medium in their speaking class and also to know improvement of speaking by the ninth graders in SMP Negeri 51 Surabaya. The researcher hopes that students will be motivated and have high enthusiasm in learning foreign languages, especially in English, even though it is their second language. So that in the future it will make it easy for students to get information, get a good career, and get a higher education by understanding English.

2. Research Method

This research used the Classroom Action Research (CAR) which purpose to improve learning by looking at the success of the procedures used by educators. Burns

⁴ Harmer. 2007. *The Practice of English Language Teaching*. 4th ed. London: Longman.

⁵ Brown, J. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd Ed.). New York: Pearson Education co.

⁶ Sadiman .2010. Haryono and Rahardjito. (2007). *Media Pendidikan*. Jakarta: PT.Raja Grafindo Syaiful

(1994) states that action research is problem solving research in social situations to improve the quality of action within it.⁷ By using Classroom Action Research, educators will understand, explore, and develop learning with the aim of increasing students' interest and skills in learning. Kemmis and Taggart (1998 cited in Burns 1999) classifying CAR into 4 steps including planning, observation, action, and reflection.⁸ In planning the researcher prepares and plans all the actions used in the learning process. then the researcher observes to find out various things that exist in the field such as student attitudes and possible obstacles that occur during the learning process. In action, the researcher made an implementation of project of the researcher that will be performed that includes strategies what will be done, what materials will be taught or discussed. The last is reflection, it is describe how to reflect on the implementation of measures based on the results of observation.

There were two data, quantitative and qualitative data. Qualitative data collection is from the results of interviews between students and teachers, then the results of observations, as well as the learning process during the research action. The data is in the form of notes and transcripts. Then the instruments used included interview guides, observations, notebooks, smartphones, and digital cameras. In addition, quantitative data in the form of speaking scores were obtained during 2 research cycles. They were post test cycle I and post test cycle 2. Post-test was done to know whether there was a significant improvement on the student's speaking ability before and after cartoon movie being applied.

3. Findings and Discussions

a. The Finding of Cycle 1

The following is a table of students' average scores in the speaking aspect:

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

⁷ Burns, A.1994. *Introduction to research methods*. Melbourne: Longman

⁸ Burns,A. 1999. (1999). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press

Table 1: The student's mean score of each aspect Cycle I

There were two kind of actions that found in this research, successful and unsuccessful actions during the applications at this cycle 1:

1) Successful actions

- Students can present the context of communication from cartoon films as a learning medium
- Students can understand the material as a whole easily through the media of cartoon films
- Students can practice English in real situations such as in the classroom
- Students have a strong motivation to learn English and improve their speaking skills
- Students can pronounce each word with the right intonation
- Students have confidence when doing dialogue

2) Unsuccessful actions

- Students experience confusion when practicing filling in the blank dialogue with the opportunity to replay 3 times
- Students are confused by the cartoon film that is played separately
- Some students experience errors in pronouncing words, expressing ideas, and grammar
- There were technical problems in preparing for watching cartoons so it took quite a long time

b. The Finding of Cycle II

The following is a table of students' average scores in the speaking aspect:

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

Table 2: The student's mean score of each aspect Cycle II

- After reflecting on cycle I, there were several improvements, including:
- Students can understand well the context of cartoon films as a medium in learning
- Students consider cartoons easy to understand because they are played continuously
- Students can understand and practice the target language by practicing speaking directly in class
- Ask students to improve in learning English, especially in the speaking aspect
- Some students can speak with the right intonation, are confident when conveying their ideas, and apply correct grammar.

c. Finding of the Research

The table below shows the comparison between the pre-tes, post-test I, and post test II results in general.

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

Table 3 : The Comparison between the Pre-Test and Post-Test Results

The table shows a significant and large increase in student scores. Students can increase their scores in each cycle, even on pre-test, cycle 1 and cycle 2. This proves that the use of cartoon films as a medium in improving students' speaking skills is very effective and shows positive results for students.

Then the results of students' speaking performances are also presented to show the impact of using cartoon films in improving speaking skills.

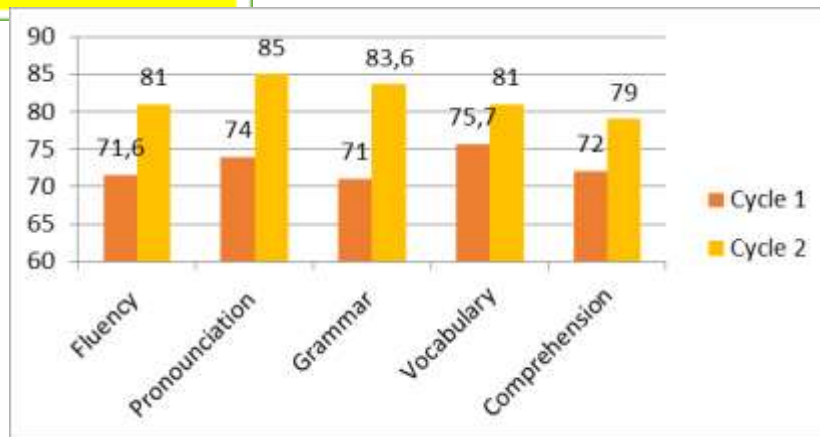


Chart 1: The Mean Scores of the Students' Performance on Five Aspects of Speaking Skills during the Implementation

The data on the chart shows that every aspect of speaking skills has increased from cycle 1 to cycle 2. This proves that cartoon film media has an effective and significant impact on improving students' abilities, especially on speaking skills in various aspects including, fluency, pronunciation, grammar, vocabulary, and comprehension.

4. Conclusions

This research was carried out at IX B of SMPN 51 Surabaya in the 2016/2017 school year involving English students and teachers. Cartoon films as learning media and improving speaking skills are good bait in the teaching and learning process in the classroom. In addition to watching films, students also practice speaking and dialogue in front of the class to find out how learning impacts students. In the first cycle it can be concluded that most of the students had significant improvement in various aspects of speaking including fluency, pronunciation, grammatical accuracy, vocabulary and comprehension. In cycle 2, students also experienced an increase in speaking skills, especially in terms of fluency and accuracy of speaking. They have high motivation and self-confidence after learning through cartoons. However, there are challenges, such as the difficulty in getting students to speak English, which is not their mother tongue. Even so, it can be concluded that the media has a significant influence in developing and improving student learning, especially in the aspect of speaking. So that students have the enthusiasm and motivation to continue to be confident in speaking English.

5. References

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