TEACHING SPEAKING BY USING CARTOON MOVIE TO THE FIRST YEAR STUDENTS OF JUNIOR HIGH SCHOOL

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Abstract

The research is conducted to find out whether teaching speaking by using cartoon movie improved students' speaking skill. For this purpose, 40 students of class VII of SMP 19 Banda Aceh participated in this study which was divided into control and experimental class. The data were collected by using oral test (pre-test and post-test). Then, the results of the test were analysed by using t-test and speaking criteria proposed by Folse (2006). The findings (post-test of experimental and control class) revealed that t-score was higher than t-table (13.40 > 1.68) with the significant standard $\alpha = 0{,}05$ and the degree of freedom = 38. As a result, there was a significant improvement on students' speaking ability after they learnt with cartoon movies. In this study, the highest points of improvement were vocabulary and pronunciation, followed by grammar and fluency. It may be concluded that the use of cartoon movies improved students' speaking ability.

Keywords: *Speaking skill, cartoon movie, experimental class, control class.*

INTRODUCTION

Nowadays, English is claimed as a global language and it is the most commonly used language throughout the world. Winkler (2005, p. 3) argues that a language achieves a genuinely global status when it develops a special role that is recognized in every country. It is important for Indonesian people to learn English as Foreign Language (EFL) seriously. Many people are aware how important English should be learning in nowadays life. Thus, they made English as one subject that should be taught at school.

Teaching English is focused on listening, speaking, reading, and writing. Speaking is one of important aspects in language learning. Brown (2001) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Thus, speaking is a language skill which is necessary to be mastered by students.

English in every school has a standard value of minimum completion criteria or KKM that should be achieved by students. According to Jaya (2015) states that minimum completion criteria or KKM for each subject are determined by education, determining a value between 0-100, included speaking skill in term. However, based on the writers' experiences, the students of SMPN 19 Banda Aceh face some problems in speaking. Firstly, they did not understand about of grammatical knowledge. Secondly, they are influenced by mother tongue in speaking. Thirdly, they did not have

sufficient vocabulary to speak. It is necessary to give serious attention and apply some ideal teaching media which are able to overcome students' problem in speaking class.

Many teachers use media in teaching learning process. Movie is one of media that can be used by the teacher in teaching speaking, especially cartoon movie. Hence, the writers were interested in conducting a study in teaching speaking by using cartoon movie. It is supposed can increase students' speaking ability.

LITERATURE REVIEW
Speaking

In learning English, speaking is one of skills that have to be mastered. (Brown, 2000) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving, and sharing information. In addition, McDonough, Shaw and Masuhara (2013) assert that speaking is not oral production of written language but involves learners in the mastery of a wide range of sub skills, which, added together constitute an overall competence in the spoken language. It means that any process of oral communication which people share information, ideas, and feeling. That process involves not only spoken and written word but also body language and style of anything that adds meaning to message. According to Holtgraves (2008), *"Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions"*. It means that speaker and interlocutor have to understand each other about the topic that they are speaking or discussing so that the conversation can run well.

Cartoon Movie

Cartoons are particularly useful because they are stimulating, varied and often humorous; they are also a major attraction toward learners in a difficult learning environment (Mamat, Halim, & Rahim, 2014). Doring (2002) asserts that the language learners who had exposure to cartoons could produce oral answers that were very proactive and interesting in various discussions held in the classes. This movie helps students to develop the potential of students' imagination because through this movie student more excited to see and to speak that is lead to achieve optimal potential in speaking as well. In addition, Rizqan (2011) states that cartoon movie is one of media that can help teachers draw students' interest and arises their motivation to learn. Therefore, the students are supposed to be more interested in learning speaking. Besides, the writers considers movie can be helpful media in teaching learning process since they provide not only sound but also image in one unit. While watching cartoon movies, children can learn a lot of new words. They can learn their meaning and how to use them in sentences. They may also be able to learn how the voice tones can or gesture can change the meaning of the whole sentences.

METHODS

The research design used in this study is experimental study with true experimental design type pre-test and post-test control group design. Because of the control they provide, they are the most highly recommended design for experimentation in education. Moreover, the design consists of a pre-test, followed by treatment, and then a post-test. While the approach used in this research is the quantitative research.

Population and Sample

This research was conducted in SMPN 19 Banda Aceh. This school is located at Malikul Saleh Street Banda Aceh. Relation the population of this research, the first year students were chosen as population in this study, there are five classrooms for the first grade students, and the number of research population is 120 students. Each class consists of 20 students while the samples of this study were VII-3 class as an experimental class and VII-2 class as a control class. They were selected by using random sampling.

Research Instrument

To collect the data, the writers used test as the instrument. The writers gave pre-test and post-test to the students about speaking. The instrument used to elicit the data in relation students' speaking performance is oral test.

Technique of Data Collection

In collecting the data, the writers did three procedures. She started with giving the pre-test, followed by treatment and ended with the post-test.

Pre-test

Pre-test was a measurement given before the experiment was implemented. The writers administered the pre-test to experimental class and control class. It was conducted in the first meeting. This test was given to see the students' speaking ability before the treatment was conducted. In the pre-test, the students perform the dialogue in front of the class about describing animals; the time for the test is 4minutes.

Treatments

In the first treatment, the writers started her research by teaching students in experimental class by showing cartoon movie entitled *"how to describe animals"*. Then, the writers asked students to make a dialogue according to each character of this cartoon movie. In the second treatment, the writers taught the students similar to the first treatment with the same title of cartoon movie. She also reviewed the learning materials the students had previously learned. Besides, she gave the students any help needed, for example: correcting some grammatical errors and pronunciations as well as giving several vocabularies that the students did not know. In the last treatment, the students were asked to perform the dialogues in front of the class based on the character of animals in cartoon movie.

Post-test

Finally, in the last meeting, the writers administered the post-test to experimental class and control class in order to find out whether there were any differences in students' speaking ability between students who were taught by using cartoon movie as a media and those who were not taught by using cartoon movie as a media.

The writers showed the cartoon movie again to the students. Then, the students were asked to perform the dialogues that were made by themselves in front of the class. Besides, in order to elicit the data regarding the students' performance, the writers recorded the students' performance by using video recorder. Moreover, the result of pre-test and post-test were analysed to know the improvement of students' speaking.

Technique of Data Analysis

To analyse the result of students speaking performance, the writers used the five criteria proposed by Folse (2006) in assessing speaking skill namely: fluency, grammar, pronunciation and vocabulary. Each component is given 4 as the maximum score and 1 as the minimum score. Therefore, if a student gets 4 each component, so the total score that he/she gets is 20 then multiplied by 4 (for the whole components of speaking) becomes 100. Then, the writers used SPSS (statistical package for social science). After the data collected, the data then they were calculated by using some statistical procedures.

FINDINGS AND DISCUSSION
Findings

This research was conducted for the first grade of students in SMP Negeri 19 Banda Aceh. It was carried out for four meetings for experimental class and control class. Both classes were given pre-test and post-test. However, the experimental class was given treatment before the post-test. Thus, the score of students pre-test and post-test were analysed by using statistical process and using T-test formula to prove the hypothesis.

The result of pre-test and post-test in the Experimental Class (EC)

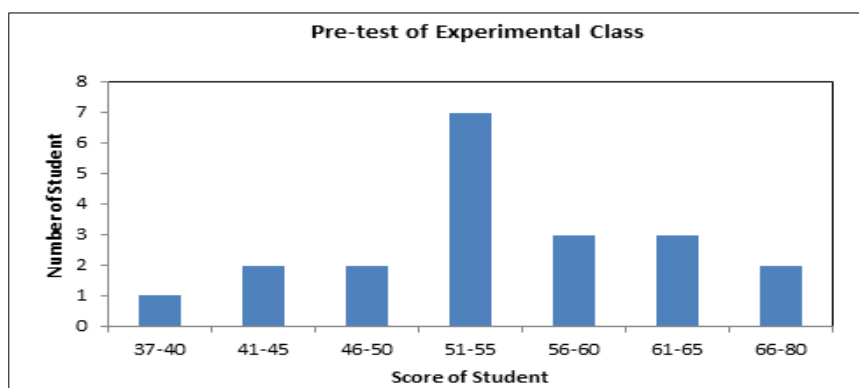The figure below illustrates the students' pre-test score.

Figure 1. Result of pre-test Experimental Class (EC).

The X axis represents the score of students, while the Y axis refers to the number of the students. It can be seen that the whole students did not reach the passing score (82). It showed that the highest score was 80 and the lowest score was 37. As a result, the students' speaking ability was unsatisfactory.

Furthermore, the following figure describes the students' post-test scores for experimental class. It is needed to know the students' improvement in speaking skill.
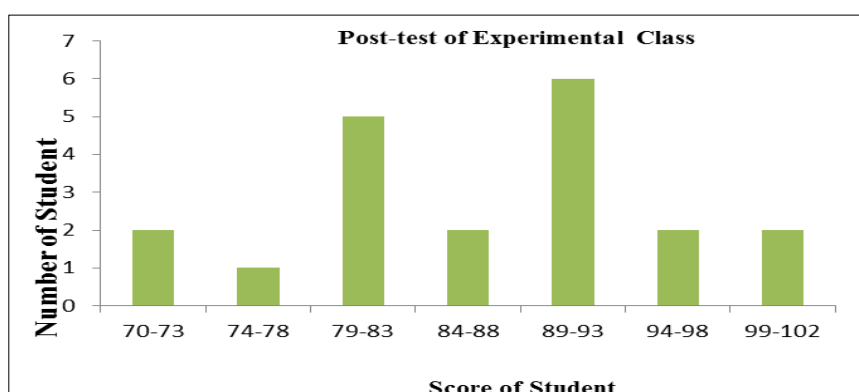

Figure 2. Result of post-test Experimental Class (EC).

The Y axis refers to the number of the students, while the X axis refers to the score of the students. Based on the figure above, it can be seen that the highest score was 100 which was reached by two students. Meanwhile, the lowest score was 70 which were reached by two students. Therefore, it can be concluded that the students' score had increased in the post-test. Moreover, almost all of the students passed the passing score.

The increase of students' score between pre-test and post-test in Experimental Class (EC)

The following figure illustrates the increase of each student's score from pre-test to post-test. It is presented to show the students' improvement in speaking skill.
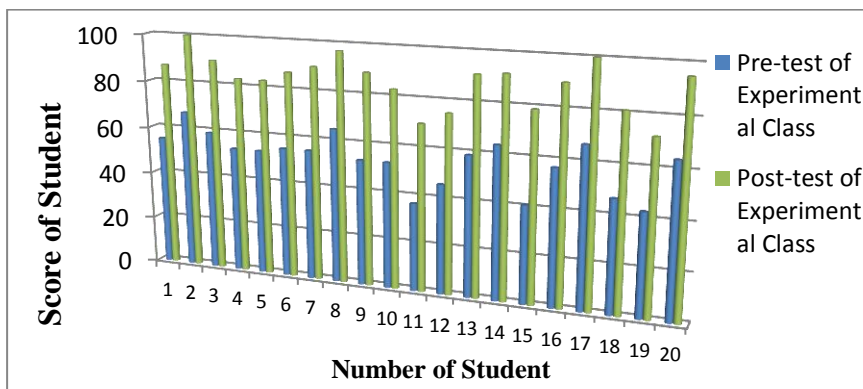
Figure 3. The increase of students' scores between pre-test and post-test in Experimental Class (EC).

The data above shows that there was a significant difference score between pre-test and post-test. It is obvious that in the post-test, almost all of the students' score had increased and reached the KKM. It can be concluded that there was improvement of the students' speaking ability after given the treatment by using cartoon movie.

Based on the scores obtained from pre-test and post-test in experimental class, the researcher calculated the mean scores of both test using statistical formulas. Based on the calculation, the mean score of students' pre-test was ($\overline{x}$) =54.65, (S^2) = 74.13 and (S_1)= 8.61. Meanwhile, the mean of students' post-test was ($\overline{x}$) = 86.7,(S^2) = 72.53 and (S_2) = 8.52.

The result of pre-test and post-test of Control Class (CC)

The figure below illustrates the students' pre-test achievement in the control class.
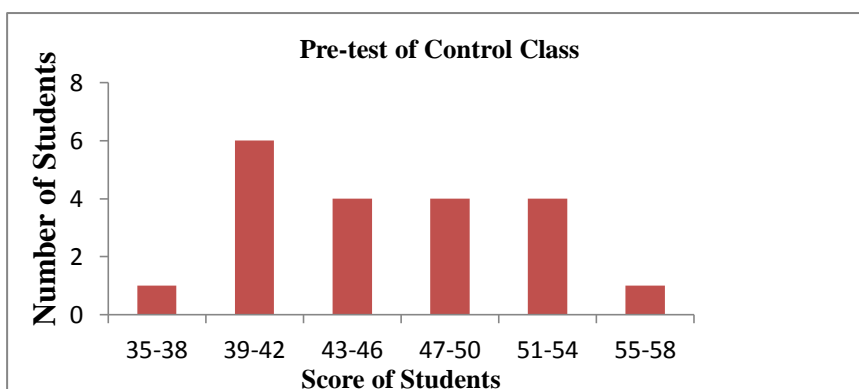

Figure 4. Result of pre-test of Control Class (CC).

The Y axis refers to the number of the students, while the X axis refers to the pre-test score of the students in the control class. The data showed that the highest score of students' pre-test was 58 and the lowest score was 35. In other words, none students reached the passing score of 82.

The following figure describes the students' post-test achievement of control class. The Y axis refers to the number of the students, while the X axis refers to the pre-test score of the students in the control class.
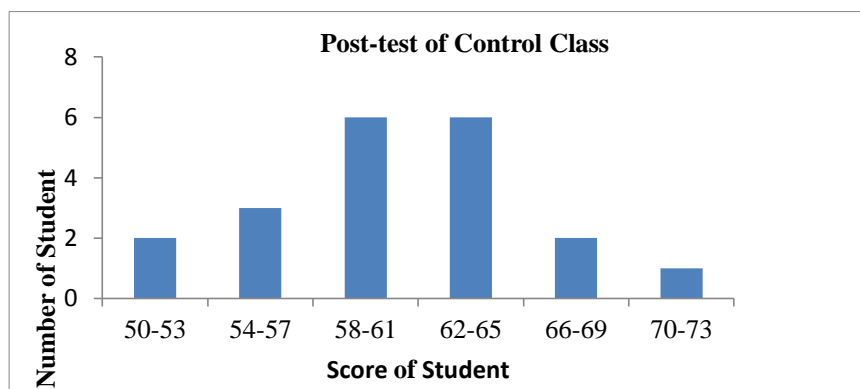
Figure 5. Result of post-test of Control Class (CC).

It was found that the highest score of students' post-test in control class was 73 which were reached only by one student. Meanwhile, the lowest students' post-test score was 50. It can be concluded that the students' score was higher than pre-test. Nonetheless, all of the students did not achieve the passing score. As a result, there was no significant increase between pre-test and post-test.

The increase of students' score between pre-test and post-test in Control Class (CC)

The figure in the next page illustrates the increase of students' score from pre-test to post-test in the control class.
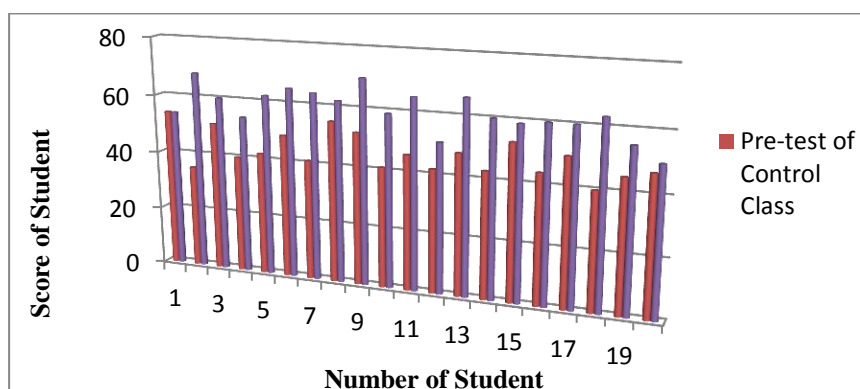

Figure 6. The increase of students' scores between pre-test and post-test of Control Class (CC).

The figure shows the difference of score between the pre-test and post-test in the control class. It aims to know the improvement of students' speaking ability without the use of cartoon movies. In this case, it was found that the lowest score of students' pre-test was 35, while in the post-test, it was raised to 50. Moreover, the highest score in the pre-test was 55 and 70 in post-test. The data showed that all of the students score increased. Nevertheless, there was no student reached the passing score (82) due to the fact that the highest students' score was 70.

Based on the pre-test and post-test score in the control class, the researcher calculated the mean scores of both tests. Based on the calculation, it was found that the mean score of students' pre-test was ($\bar{x}$) = 45.9, (S^2) = *30.2* and (*S*) = 5.49. Otherwise, the mean of students' post-test was ($\bar{x}$) = 60.35, (S^2) = *29.5* and (*S*) = 5.43.

The result of speaking aspects of pre-test and post-test

There are four speaking aspects analysed in this study, they are grammar, vocabulary, fluency and pronunciation. The findings were classified according to the speaking aspects in order to gain more specific data.

The result of speaking aspects of pre-test and post-test in Experimental Class

The result of students' pre-test and post-test score in experimental class is presented in the figure below. The Y axis refers to the students' score, while the X axis refers to the speaking aspects of the accuracy, namely grammar, vocabulary, fluency and pronunciation.
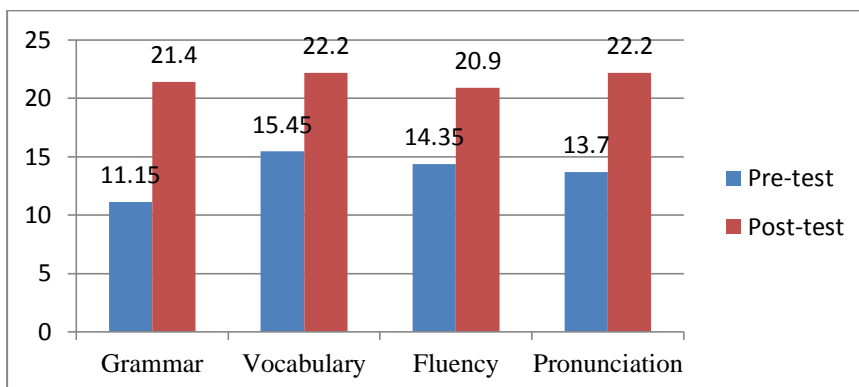

Figure 7. The result of speaking aspect between pre-test and post-test in the Experimental Class (EC).

In the pre-test, the lowest mean score was grammar while in the post-test was fluency. Moreover, the highest score in the pre-test was in term of vocabulary, while in the post-test were vocabulary and pronunciation. Firstly, in terms of grammar aspect, it increased from 11.15 to 21.4. It means that the students' score gained to 10.25 point. Secondly, the result of the students' vocabulary in pre-test was 15.45 which was increased 6.75 point after given the treatment. Then, the average score of fluency in post-test was also increased from 14.35 to 20.9. Lastly, the pronunciation improved 8.5 point after being taught by using cartoon movie. Furthermore, the figure above reveals that the lowest average score of pre-test in experimental class was grammar (11.15) and the highest score was vocabulary (15.45). Moreover, the lowest average score of post-test was fluency (20.9) and the highest score were both vocabulary and pronunciation (22.2).

The result of speaking aspects of pre-test and post-test in Control Class

The following figure describes the findings according to speaking aspects in the control class.
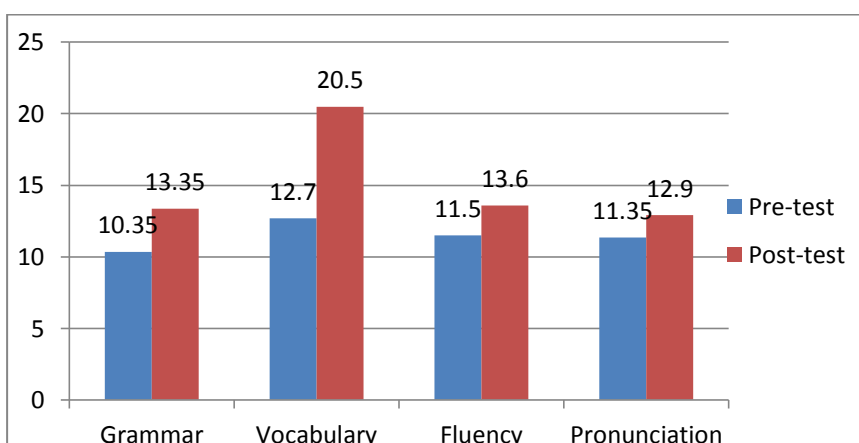

Figure 8. The result of speaking aspect between pre-test and post-test in the Control Class (CC).

The figure above illustrates that the highest score of students' pre-test was vocabulary and the lowest was grammar. Nevertheless, the students' score increased in the post-test. It can be seen that the score of grammar aspect in pre-test was 10.35 while in the post-test was 13.35. Then, the students' vocabulary in pre-test was enhanced from 12.7 to 20.5. The average score of fluency in post-test was increased 2.1 point. Lastly, the pronunciation was also increased slightly. In short, the lowest average score of pre-test in control class was grammar (10.35) and the highest score was

vocabulary (12.7). While, the lowest average score of post-test was pronunciation (12.9) and the highest score was vocabulary (20.5). However, there were no significant improvements of students' speaking ability.

Discussion

In this study, the researcher took two classes which were divided into control and experimental class. In the first meeting, the students of both classes were given pre-test. In the second meeting, they were given treatment. While in the last meeting, the students were given post-test.

In the first meeting, the researcher distributed pre-test in order to know the level of students' ability of both classes. The pre-test contained ten animals' names under the theme of descriptive text. Then, the researcher asked each student to come in front of the class and started to describe the selected animal.

In the second meeting, the researcher was struggling in managing the classroom. It was noisy and some students did not want to cooperate because they were shy to speak in English. However, the researcher kept teaching and tried controlling the class as well as she could. The researcher showed the slide and distributed the hand-outs containing of the explanation about descriptive text, specifically on describing animals. The researcher then gave explanation about the descriptive text and its communicative purpose, language features, and generic structure. The students were allowed to ask or clarify about the explanation. Furthermore, the researcher began the treatment by playing a cartoon movie about descriptive text. In this study, the researcher played the video about describing animals. The students watched the movie while paying attention to the instruction and the pronunciation showed in the movie. Then, the researcher gave examples how to make a conversation in front of the class under the title "how does the animal look like?" The students listened to the correct pronunciation carefully and imitated it automatically. Then, the researcher conducted a discussion, reviewed about students' words, discussed some mispronunciation made by the students and corrected them.

In the last meeting, the researcher was accompanied by the English teacher to help her control the class. The researcher started the main activity of teaching by giving them some motivation. Then, the researcher conducted post-test related to the previous material. The researcher asked each student to come in front of the class and started to speak about the animals' names given. Then, the researcher recorded the students' voice.

The result of pre-test showed that there was no student of both classes reached the KKM. However, the researcher found that the students in experimental class made some improvement in their speaking performance after taught by using cartoon movie. In this study, the most enhanced aspect was vocabulary and pronunciation, followed by grammar and fluency. Owing to the fact that using cartoon movies motivated the students to get new vocabularies, it made the students' score in term of vocabulary increased. In addition, the researcher also gave them new necessary vocabularies about the animals and asked them to write in their note book. Moreover, the movies became a good model for the students in the term of pronunciation. They could listen directly and imitated how to pronounce the words correctly. Besides, the researcher also corrected mispronunciation made by the students.

In conclusion, the findings of this study showed that the students' skill in speaking improved after teaching by using cartoon movie. It means that cartoon movies increased the students' mastery in speaking skill. Moreover, using cartoon movies also develop students' attitude towards learning speaking.

CONCLUSION AND SUGGESTIONS

Cartoon movie is a kind of media that can be used in teaching speaking. The implementation of this media is recommended for junior high school students, because some cartoon movies are designed accordance with lesson materials. It is very helpful for students to develop their ability in speaking skill. Moreover, watching the cartoon movie makes students easily get the concept of lesson materials. Based on statistical calculation in the previous section, it was proved by the result of this study where the students' score in experimental group is better than control group. As stated in the previous chapter, the mean score of pre-test and post-test of experimental group was higher than the mean score of pre-test and post-test of control group. It means that the students'

achievement improved after being taught by using cartoon movie. Then, it was found that the four aspects of speaking increased. Those are grammar, pronunciation, fluency and vocabulary. In this study, the highest points of improvement were vocabulary and pronunciation, followed by grammar and fluency.

The result of this study shows that using cartoon movie in teaching speaking is very useful since it improved speaking skill of the first year students at SMPN 19 Banda Aceh. The teacher should provide a suitable cartoon movie which is corresponding to the syllabus, so that the aim of the study can be reached. There are several websites on internet provide good cartoon movies, but before choosing the cartoon movie, the teacher should check whether it is suitable or not to be used in teaching speaking. Moreover, the teacher should consider the students' grade in choosing the cartoon movies. In addition, the teacher should control the students' activities while watching the movies. Due to the fact that there is improvement of students' speaking ability by using cartoon movie, future studies on the current topic are suggested. However, the future researchers should do further research on different level of students' proficiency and kinds of text.

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