Using Cartoon Movie to Improve Speaking Skill

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Abstract

This study is aimed to find out whether the use of English cartoon movie can improve students' achievement at second grade of SMU Abulyatama. The samples of this study were 20 students of class 2 IPA2. To collect the data, the writer utilized experimental design one group pre-test and post-test. The instrument used was oral test. The speaking aspects covered in this study were grammar, vocabulary, and pronunciation. The result shows that the students' speaking score increased in all aspects. The grammar aspect noted the highest/significant increase because some of students' achieved very low in grammar before using the movie in learning, but later the significant improvement is on the grammar aspect. It increased from 25 to 44 or 19 points. It explains that the English cartoon movie can be one of the good materials to improve students' speaking skills, particularly in grammar aspect.

Keywords: Cartoon movie, speaking skill, motivation.

1. INTRODUCTION

Speaking is one of the important skills that should be mastered by the students besides three other skills, listening, reading, and writing, in learning a language. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Through speaking people could express and deliver feeling and ideas directly. If the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan,1992). Brown and Yule (1983) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning. In Aceh, students have studied English since they were in Elementary School. However, only a few of them can speak English well.
The writer conducted a preliminary study at SMU Abulyatama (Abulyatama High School). He found that most of the students had speaking difficulty especially when they were conversing and doing speaking monologue. The writer conducted an informal interview with students. The students said that they cannot speak English well because they do not have sufficient vocabulary, grammar, pronunciation.

In addition, the teachers usually teach them reading skills, and do not focus on how to improve their vocabulary, grammar and pronunciation. Also, the teachers rarely use different media to support the teaching learning process. Grounded from the facts above facts, the writer learned that it is important for the teachers to improve their students speaking ability by applying some good strategies. One of the good strategies is by using cartoon movie as a media.

Cartoon movie is one of the media that can be used in teaching speaking. According to Canning and Wilson (2000), cartoon movie can stimulate and motivate students' interest. They could attract students' attention since they provide two styles of learning which are audio and visual. This media could help the students interpret the message spoken by watching visual performance of the speakers, and listening to the speaker's voices. Therefore, the students can adjust the spoken language to the pictures that are animated. It will make them easy to catch and remember the spoken language.

In line with this, Lonergan (1985) explains that using cartoon movie in language teaching have some advantages in the classroom, in which the students can increase their vocabulary and pronunciation. The other advantage of using the cartoon movie is that visual images stimulate students' perceptions directly, while written words can do this indirectly. Cartoon movie provides more sensory experience than reading besides verbal language, there is also color, movement, and sound.

Kirkgoz (2011) conducted a research on a blended learning study on implementing cartoon movie by recording speaking tasks in task-based classroom instruction. A total of 28 student teachers of English participated in this study. The result showed that integrating cartoon movie into the course has been very significant in helping students overcome their anxiety, gain fluency and useful communication strategies. He also adds that students are now more aware of the amount of theme-related knowledge they need to acquire. They have started to accept grammar and vocabulary not as discrete elements of language but as powerful means for putting their ideas into communication.

Furthermore, another researcher, Prayogi (2013) also found that cartoon film can improve students’ speaking ability. After being taught by using cartoon film, the highest score was in students' speaking ability and 19 students or 79.16% of 24 students were in good level of speaking ability. Besides that, the students were more attentive and involved in the learning process.

Both the teacher and the students have built good interaction during the teaching and learning process by using cartoon film. Prayogi (2013) claimed that the students' speaking scores were improved after being taught by using cartoon movie. The results of the students' mean scores before and after the treatment were 61.33 and 77.23. The effect size score of treatment by using cartoon is 3.22 (ES > 0.80). Based on the explanation above, the writer was interested in finding out whether the use of cartoon movie can improve the students' achievement in their speaking skill.
2. LITERATURE REVIEW

2.1 Speaking

Speaking is defined as a way to express or communicate opinions, feelings, ideas, etc., by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stage (Hornby, 1998). It a tool of communication that involves activities such as the speaker expresses his/her opinions, feelings, or ideas. In addition, Chaney and Burk (1998) explain that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

Speaking is further defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage of students’ ability to express orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

2.2 Community Language Learning

Basically, Community Language Learning (CLL) is language-teaching method that requires students to cooperate together in developing aspects of a language they would like to learn in which this method also involves a teacher that acts as a counselor and a paraphrase. According to, Brown (1994) the goal of CLL is teachers use the Community Language Learning Method want their students to learn how to use the target language communicatively. Nunan (1992) stated that the techniques of teacher use in Community Language Learning Method is the teacher gives the students the target language translation in appropriate chunks, chunk is English cartoon movie, giving students a final English cartoon movie with only the target language on it. Therefore, this method is very helpful for the teacher when teaching speaking is to increase students’ speaking skill.

Teacher who use Community Language Learning method want their students to learn how to use the target language communicatively (Larsen-Freeman, 2000). It means they want their students to learn about their own learning, to take increasing responsibility for it, and to learn from one another. The nature of student-teacher interaction in the Community Language Learning method changes within the lesson and overtime. Sometimes the students are assertive, as when they are having a conversation.

2.3 Cartoon Movie

Cartoon Movie is defined as films. Horby (1995) state that movies are forms of entertainment that enact stories by sound and sequences of images giving the illusion of continues movement. Generally, people know cartoon movie only as entertainment which are watched through some devices such as television, computer, portable computer, DVD/VCD, etc. In this case, cartoon movie is media which uses projector so that motion pictures can be shown on screen where it combines two part of body such as eyes and ears. Moreover, cartoon movie is considered as an audio-visual media which combines sound and image in one unit, so, cartoon movie here is as teaching aids.
Moreover, it is concluded that cartoon movie is one of the media that can be used to interpret the learning message which include two elements namely audio and visual. According to Hu (2006), movies provide both audio and visual materials that help students understand the language more easily. When watching a film, students not only listen to the characters, but also watch their movements. In addition, the scenes, the props and other aspects make the communication so real that, by watching the cartoon movie, students seem to almost interact with the activities in the cartoon movies. Furthermore, in a film class they tend to learn in a natural way so they pick up the language spontaneously. For many students, cartoon movies are much more attractive, interesting, and impressive than common material printed in books or audible material in tape, because of the visual nature and immediacy of the medium (Fata et al. 2016).

It could greatly increase a student’s enthusiasm and imagination. In addition, audio-visual English movies can best mobilize a student’s enthusiasm to speaking and other senses, and greatly inspire the student’s curiosity. Cartoon movies make learning English a natural and efficient expansion of human knowledge, and improve English communication skills.

There are various types of cartoon movie materials. The teacher can use one type of cartoon movie to support the teaching learning process. However, he or she can select what kind of title of cartoon movie is going to be used in the classroom and is suitable with the purpose of teaching. According to Lonergan (1985), the cartoon movie can be categorized into the following groups: first, cartoon movie recordings of specialists’ films and television programs. Second are cartoon movie recordings of domestic television broadcast. The last are cartoon movie recordings of language teaching broadcast and films.

When teaching by using cartoon movie, the teacher have to know the techniques. According to Rice (1993), he explains that there are five techniques in teaching by using cartoon movie: first, freeze frame. Second is the silent viewing. Third is the sound only. Fourth is the jigsaw viewing. The last is the normal viewing.

By using cartoon movie in the classroom, the students can increase their vocabulary and pronunciation. The lessons may help students become more interested in the teaching-learning process. On the other hand, Yassaei (2012) adds that cartoon movie can be used to teach grammar, vocabulary and creative writing. The other benefits of using cartoon movie in the classroom according to Rice (1993) are: 1. cartoon movie brings native speakers as a model for students to get appropriate pronunciation, intonation and register, 2. cartoon movie can raise an interest in learning English and make the students excited in understanding people interaction, 3. Cartoon movie can increase the students' understanding much better than just listening to the audio, 4. through cartoon movie, students will be more active in classroom activities because cartoon movie is related to their life interaction (that can be discussed with their friends the related real life situation and situation from cartoon movie), 5. cartoon movie drives the cross-cultural awareness by watching the characters of people on the screen and compare them with real characters such friends and family, 6. cartoon movie is very good in describing a process, if necessary by using a slow motion, and finally, 7. each students can learn something from the cartoon movie, from the clever one or less intelligent.
3. METHODS

The research method that was used in this study was experimental research. The writer used one group pre-test and post-test design, focusing on the treatment and tests were given only to this one group. The data obtained was from the students’ pre-test and post-test scores. This research was conducted in SMU Abulyatama, Aceh Besar. The population of this study was the second grade students of the school. The total number of population in this study was 47 students. In choosing the sample, the writer used random technique sampling. He chose one out of the three classes randomly by technique draw. The sample of this study was class II IPA/2 that consisted of 20 students, 6 males and 14 females.

Furthermore, in this case, he used a judgment or purposive sampling. Departemen Pendidikan Nasional (2006) explained that judgment or purposive sampling is the sample that was selected by a researcher on the basis of his or her own curiosity of the population. It is a non-representative subset of some larger population, and it is constructed to serve a very specific need or purpose. A researcher may have a specific group in mind for choosing the samples.

The instruments used in obtaining data for this study was the oral test. The test was conducted to know the students’ achievement before and after treatment by using cartoon movie. The students were given a topic and were asked to make a monolog based on the given topic. He recorded the students’ performance.

In this research the writer collected the data by: 1. Pre-test, this was given before doing the treatment. In pre-test, he asked the students to make a monologue and speak for 7 minutes based on the given topic. He recorded the students’ performance. 2. Treatment, this was applied for three class meeting. In this case, he taught the students about narrative text. In the beginning of the experimental teaching, the students were introduced to what was narrative text. Then, he explained more about language features that were used in it. To make the students understand more about the topic, they were given a chance to ask about narrative. Besides, in teaching cartoon movie about narrative story, the writer followed the procedures by Ishihara and Chi (2004), in which the post-test was given after the treatments were finished. In the post test, each student was asked to perform a 7 minutes monolog. The researcher recorded the students’ performance.

4. FINDINGS AND DISCUSSION

4.1 Findings of Students’ Pre-Test and Post-Test Score

Pre-test was given to the students in the first meeting, before starting the treatment. In the tests, there were 3 speaking aspects measured, i.e. grammar, pronunciation, and vocabulary. The table below shows the students’ pre-test score.

<table>
<thead>
<tr>
<th>Score</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>0</td>
</tr>
<tr>
<td>89-80</td>
<td>0</td>
</tr>
<tr>
<td>79-70</td>
<td>5</td>
</tr>
<tr>
<td>69-60</td>
<td>3</td>
</tr>
<tr>
<td>59-50</td>
<td>11</td>
</tr>
<tr>
<td>49-40</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 1. The Results of Pre-Test Scores.
In the post-test, the highest score achieved by the students was 92. The score was achieved by two students. Meanwhile, the lowest score was 50 which was achieved by 4 students. Most of the students can only achieve scores from 67 to 83. Based on Table 1, it showed that students’ post-test score did reach the minimum mastery criteria.

In conclusion, the comparison between the students’ pre-test and post-test scores is shown in the following table.

| Table 2. The Results of Pre-Test Scores. |
|-------------|----------------|----------------|
| Score       | Pre-Test | Post-Test |
| 100-90      | 0        | 2          |
| 89-80       | 0        | 6          |
| 79-70       | 1        | 1          |
| 69-60       | 3        | 5          |
| 59-50       | 11       | 2          |
| 49-40       | 5        | 4          |

In the pre-test, the highest score achieved by the students was 75. The score was achieved by one student. Meanwhile, the lowest score was 42, which was achieved by five students. Most of the students can only achieve scores from 50 to 67. Based on Table 2, it showed that students’ pre-test scores did not reach the minimum mastery criteria, the score minimum mastery criteria is 60.

Having conducted the treatment, the researcher administered the post-test to the students to know whether the students’ speaking ability increased or not. Table 3 shows the students’ post-test score.

| Table 3. The Results of Post-Test Scores. |
|-------------|----------------|----------------|
| Score       | Number of Students |
| 100-90      | 2              |
| 89-80       | 6              |
| 79-70       | 1              |
| 69-60       | 5              |
| 59-50       | 2              |
| 49-40       | 0              |

In the pre-test of the experimental group, the average of students’ vocabulary was 57 and the average of students’ post-test was 66. The vocabulary increased 9 point after being taught by using the cartoon movie. Then, the result of students’ grammar in the pre-test was 25, and it increased 19 points after implementing the treatment, the result was 44. Pronunciation also increased slightly from 50 to 59.

From the table.3 above, it shows that the lowest average score of students’ pre-test was grammar (25) and the highest average score was vocabulary (57). Besides, the lowest average score of the students’ post-test was grammar (44) and the highest average score was vocabulary. Moreover, it can be concluded that the highest increasing aspect after doing the treatment was grammar. It increased to 19 points, from 25 to 44. Then, for vocabulary and pronunciation a number of similar points increased, which was 9 points.
4.2 Discussion

The purpose of this study is to discover whether teaching speaking through the use of cartoon movie can improve the students’ speaking ability or not. The implementation of this method on the students of 2 IPA at SMU Abulyatama Aceh Besar resulted in an improvement to their speaking ability. The students’ mean score significantly improved after the treatment was given. The mean score of the pre-test was 55, while the mean score of the post-test was 70.4. The mean score of the pre-test was below the minimum passing score of 60, whereas the post-test was above the minimum passing score. This indicates that the use of cartoon movie can improve the students’ speaking skill.

Cartoon movie enable students to interact by gesture, eye contact and facial expression to convey the meaning of a language. There are some techniques in using cartoon movie in teaching and learning. Rice (1993) suggests five techniques; they are: freeze frame, silent viewing, sound only, jigsaw viewing and normal viewing. These five techniques can be applied for any type of activities.

The results showed that all speaking aspects have increased. The highest score improvement occurred in the grammar aspect. This is in line with the findings of Yassaei (2012), who stated that the use of cartoon movie can increase a student's grammar. In addition to that, cartoon movie can also help a student's pronunciation, register, and intonation, as well as increase his or her oral comprehension (Rice, 1993). This result is also supported by Hu (2006), who claimed that cartoon movies provide both audio and visual materials that help the students understand the language more easily.

Moreover, teaching speaking using cartoon movie can also motivate students to learn English. Such cartoon movie provides meaningful language through interesting content and extended context, thereby enabling learners to become more motivated to learn and communicate in the target language. In agreement to this, Hemei (1997) state that students love cartoon movie because its presentation is interesting, challenging, and stimulating to watch. It can also contextualize language naturally by showing its real life application into the classroom.

Based on the result of students’ speaking test, the researcher found that there were improvements in their speaking ability after being taught by using cartoon movie as one of the teaching media in Communicative Language Learning. Based on the research results and discussions, the writer concludes that the use of cartoon movie can help students in learning speaking. After the implementation of this method in speaking teaching through narrative text, the students’ achievement in speaking improved. The students could easily understand the narrative text, and the students’ ability to converse in English has improved.

5. CONCLUSION AND SUGGESTION

In short, the result of this research showed that students’ skill in speaking improved after teaching by using cartoon movie as media. The researcher notes a number of reasons on why the students got better scores. First, the cartoon movie has motivated them on getting new vocabulary. Second, the students got more ideas after they watched the cartoon movie, which was presented as a narrative text. Third, the cartoon movie demonstrated to them on how to pronounce words. Therefore, the use of cartoon movie can be counted as one of the media that can be used in assisting students to develop their speaking ability.
REFERENCES