

# The Use of Cartoon Movie as Teaching Media in Teaching Speaking at SMA Muhammadiyah Sukoharjo

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**Abstract:** *The research has two objectives of the study, they are: to know the function of cartoon movie in teaching speaking and to reveal application of cartoon movie to teach speaking skill for Class XI Students Of SMA Muhammadiyah I Sukoharjo. The problems studied in this study are qualitative research. The data collection procedure in this research is observation, and documentation. By using cartoon movies for teaching speaking, students are delighted with the advanced technology of LCD and cartoon movies.*

*: (1) what the **purposes or objectives** of the study were; (2) how the study was done or **methodology**; (3) what **results** were obtained; (4) and the **significance of the results**. The abstract is important because many journal editors first read the abstract to determine if the entire article is worth reading. **The abstract should be less than 250 words!***

**Keywords:** *List of Keywords in Title Case, Commas in between, Center Aligned*

## INTRODUCTION

Language was a communication tool to interact to other people to deliver an idea. Human as a home sapien can not be separated from people surround them. They have to make an interaction to convey an idea, feelings, etc.

Moreover English as an international language has gained popularity to used people around the world. This is one of reasons English became one of subjects taught in Indonesia. Besides, the other reason is English is needed to understand English references in knowing new knowledge of science, technology, arts and culture.

English is one of the compulsory subjects obtained by students in high school education with the consideration that English is a foreign language that can be used to communicate with people from different countries and have different languages. Given the importance of the English language so English became one of the lessons faced by high school students at the National Exam (UNAS).

One high school that teaches English as a compulsory subject is SMA Muhammadiyah I Sukoharjo. The SMA is located at Jln Nusa Indah Seliran Jetis Sukoharjo. Schools already have language laboratory facilities but most lessons are often held in the classroom. This is based on two reasons. First, computers found in language laboratories are some that are broken so they can not be used maximally. Secondly, the facilities in the classroom already have complete and adequate facilities such as the availability of LCD speakers and both are very supportive for the achievement of classroom learning achievement.

The learning method used in the classroom has been varied by using the active learning teaching method so students work in the classroom in groups by combining the PPT that is applied with the LCD already available in the classroom.

Grade XI in the SMA Muhammadiyah I Sukoharjo, is the quietest class. The students of grade XI can be defined by two types. The first category is silent that is concerned with the explanation of the teacher while the second is quiet that does not pay attention to teacher explanation. Students hear and pay attention to the teacher but when the lesson is finished, no one asks the teacher to explain the subject matter that has just been explained. The second

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category is silent whose attention is not directed to the teacher's explanation but is thinking or doing anything else.

In addition, students who have no interest are too good to learn English. This is in line with the explanation of English subject teacher in the class in question that most students do not focus too much on the explanation of the subject teacher teacher in front of the class.

Students of grade XI are categorized as teenagers. Most of teenagers like to watch movie or video than reading book. In reading book or novel, teenager in this case is students, have to give big effort to read, and understand the text. While in video or movie they do not need to do so because the picture in movie are moving by them selves.

### **Identification of the Study**

Based on the explanation on introduction above, it is known that teaching speaking is challenging. The challenge sometime becomes difficulties and the teacher have to solve the problem. The problems faced by grade XI SMA Muhammadiyah Sukoharjo are:

1. students got difficulty in speaking ability
2. teaching media used by English teacher
3. students lacked a good enthusiasm in learning English

### **Limitation of The Study**

It is impossible to solve the whole problem faced by grade XI students, so the researcher limits the problem in solving the lack of a good enthusiasm in learning English by students.

#### **C. Problem Statements**

Based on the limitation of the study, the research has two problem statements. They are

1. What are the function of cartoon movie in teaching speaking?
2. How is the application of carton movie to teach speaking skill for Class XI Students Of SMA Muhammadiyah I Sukoharjo

### **Objective of The Study**

Based on the problem statements, this study has two objectives of the study, they are:

1. to know the function of cartoon movie in teaching speaking.
2. to reveal application of carton movie to teach speaking skill for Class XI Students Of SMA Muhammadiyah I Sukoharjo

## **UNDERLYING THEORY**

### **Visualization in the Movie**

Visualization was one of interesting way to teach because the students were interested in watching Movie. Every time there is a box office movie they watch it in a group. Most teenagers like watching movie because moving picture does not need an extra effort to do. They are just silent then the pictures are moving by their selves. It is different from novel, students like to read it but they have to read each sentence until the end of the story.

Visualization gives a focus on the visualization of the material as a medium to remember by combining created and remembered, such as color, picture Ismail (2006;287). Video can perform a very interesting show through color and picture inside of the package.

#### **1. Definition of Video**

Definition of video was linked to text and graphics and the way of playing of video jumping is from one point to another was quite slow, and the norm was to watch a videotape from

beginning to end (Brophy, 2004: 25). Actually enjoying video is the same as we are watching text and graphic that made in a good combination, so audience can see the beautiful scene on the television. The way we are watching video can see it toward to the end of the story or we can jump to the story that we like to watch.

## 2. The Goal of Using Video as a Teaching Material

The goal is to use video-based cases as the basis for reflection and for the development of teacher' professional knowledge base (Clyde and Delohery, 2005: 28) The use of video to model expert teaching illustrated the beginning of an important shift in research on teaching and in teacher education.

Besides, Movies and TV programs are made for native speakers, so in that sense video provides authentic language input Katchen in Clyde and Delohery, (2005: 45). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever she wishes; she can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the program can be utilized for intensive study. To pay special attention to a particular point in the program it is possible to run in slow motion or at half speed or without sound.

Video offers teacher the opportunity to do just that – to engage in a unique set of practices. They also said that (Clyde and Delohery, 2005: 34-36). Three examples are as follow. First, when watching a pedagogical dilemma on video, one does not have to respond with the immediacy required when in the classroom live. Second, viewing video opens up the possibility of seeing alternate pedagogical strategies. Third, similar to the role that video plays in educational research, video provides teacher the opportunity to engage in fine-grained analyses of classroom practice. For example, video can become a resource for teacher to use to consider how students think about a specific concept and how students wrestle with ideas in particular contexts.

## RESEARCH METHODOLOGY

### Methodology

The problems studied in this study are qualitative research based on natural events without any social and dynamic design because they are human beings who coordinate and work with other people around them. Based on this explanation, this research includes qualitative research. According to Sugiyono (2011: 15),

The method of qualitative research is a research that is used to examine the natural object conditions (as opposed to experiments) where researchers are as key instruments, collecting techniques with triangulation, data analysis is inductive / qualitative and research findings Qualitative emphasizes the meaning of generalization. Based on the above understanding, the qualitative description is a thoroughly conducted approach with researchers as a key instrument of research. Then the result of the approach is explained by describing it by using the words.

### Location of the Research

This study was conducted at SMA Muhammadiyah Sukoharjo at Semester XI

### Data and Data Source

Data source of this subject are Class XI Students Of SMA Muhammadiyah I Sukoharjo of academic year 2016/2017 as Arikunto (2013:172) stated the data source is subject where the data is found in the research.

The data are the students' ability in speaking English

### Data Collection Technique

The data collection procedure in this research is observation, and documentation.

#### 1. Observation

Observation is the first step in conducting research, observation is conducted to find out in detail about the location and condition of the place (school) that will be carefully studied in terms of the students and in the way of teaching students, the response from the students taught.

#### 2. Documentation

The document is interpreted as a written record / stored image of something that has happened. Documentation is a physical evidence in the form of photographs taken at the time of conducting research, observation activities, and students answer sheet

### Data Analysis Technique

While the data analysis in this study, Mills and Hubberman (2012: 141) explains that data analysis is the steps to process the findings of the study that have been transcribed through the data reduction process, the data are filtered and compiled again, displayed, verified or concluded.

## RESULTS AND DISCUSSION

### Result

Humans as social creatures or Homo sapiens are creatures of God's creation that can not live alone. The ability to speak is very much needed in the life of a leader in communicating with others.

Ability to speak is the ability to always be sharpened and used so as not to easily forget or lose vocabulary. In addition, the ability to speak this often makes many students feel nervous even scared when speaking because there is a difference in reading between Indonesian and English as the target language. This is as disclosed by Dell Hymes in Chaer (2010: 47) that in speaking requires the norm in speaking that there is an understanding that should be understood about the theme of discussion by some parties related to the discussion.

Based on Dell's opinion that this training is needed, the ability of interacting partners to be diverse and able to understand what should be described in someone's description.

The evaluation of the cartoon movie training for high school students of Muhammadiyah high school IX in enhancing the spirit of learning and ability in speaking subjects, is more specific in describing a person with significant improvement. This is biased from a very cranky student's knowledge before getting training to improve both in terms of understanding and application of the ability to speak. The evalus results improve the ability as follows:

Table 1 Percentage improvement of partner understanding of cartoon movies app

No	Students Code	Score		Improvement (0%)
		Pre Test	Post Test	
1	001	6	8,6	43,3
2	002	6,3	9,3	47,6
3	003	6,6	9	36,4
4	004	5,6	8	42,9
5	005	6	8,6	43,3
6	006	6	7,6	26,7

7	007	5,3	8	50,1
8	008	6	8,3	38,3
9	009	6,3	8	27
10	010	7	9	28,6
11	011	6,6	8,3	25,7
12	012	7,3	9,6	31,5
13	013	7	9,3	32,3
14	014	7,6	9,6	26,3
15	015	6,6	8,3	25,7
16	016	7	8,6	22,9
17	017	7,3	9	23,3
18	018	8	9,3	16
19	019	6	8,3	38,3
20	020	6,3	8	27
21	021	5,6	7,6	35,7
22	022	7,6	9	18,5
23	023	6,6	8,3	25,7
24	024	6	8	33,3
25	025	7,6	9	18,4
26	026	7	8,6	22,9
27	027	7,3	8,3	13,7
28	028	6,6	8	21,2
29	029	5,3	7,6	43,4
30	030	7,6	9,3	22,4
31	031	7	9	28,6
32	032	7	8,6	22,9
33	033	7,3	8	9,6
Rata-rata				29,4

From table 1 shows that, the high school Muhammadiyah high school student XI, has increased knowledge and understanding about speaking ability in describing someone. The increase in the demand reached 29.4%. This suggests that there is a real difference to the partners' need for speaking training by using cartoon movies on the skill of describing someone before and after training.

## Discussion

### *The Function of Cartoon Movie in Teaching Speaking*

Cartoon movies are familiar to teenagers especially in Indonesia. The reason is it can be seen on TV easily or downloaded from YouTube. Based on the easiest way in getting the cartoon movies and how it closes to children and teenagers, so researcher used it to be a teaching media in teaching speaking. It is very useful for high school students. This is related to the interest of this age-old student who enjoys the film enthusiastically. This speaking skill needs to be mastered by students in addition to other English skills such as writing, listening, and

reading.. In general this activity is very useful in facilitating the ability to speak English. Many students from different levels of learning have the ability to speak English especially hard and frightening abilities. The reason is they are afraid to make mistakes in speaking and fear of not having enough vocabulary to use in speaking. Cartoon movies here need to be applied because it is as a simple media as a material to explain and apply the examples of the application of the material applied. The students are enthusiastic about participating in activities until they are finished. They seem motivated to do all the instructions so that their speaking skills by describing or describing their friends or teachers with the help of moving image media really helps the students.

This success can not be separated from the support of the principal, teachers and senior high school staff of Muhammadiyah Sukoharjo. In addition, the students' desire to speak English is quite large. It can be seen from pre test and post test results. these cartoon movies as a teaching media has never been accepted by participants, so they are enthusiastic about participating in teaching speaking by using cartoon movies.

### ***The Application of Cartoon Movies to teach speaking skill for class XI of SMA Muhammadiyah Sukoharjo***

In carrying out this research, the researcher conducts the following:

- a. Conduct initial observation or field orientation on the knowledge of junior high school students of Muhammadiyah Sukoharjo on English language knowledge. Granting materials by introducing the image media used in English learning, especially media that use Video and presentation by ppt. In early observation, it was found that speaking ability (speaking) of senior high school students was still far from expectation. This is seen from the recording of students' grades still under the KKM (70).
- b. Pretest about the ability to speak SMA Muhammadiyah Sukoharjo students in English. The pretest results indicate that the average student ability to speak low is under the KKM, i.e. entering a range of value-added categories. The pre test question, namely:
  - 1) What do you know about descriptive text?
  - 2) What is the use of descriptive text?
  - 3) Mention the generic structure of the descriptive text!
  - 4) If you have never seen someone or something, can you mention the characteristics of the person or thing?
  - 5) Which is easier, describing a person or a motionless picture?
  - 6) It will be easy for you to describe someone or something if ....
  - 7) Describe picture cartoon characters.

From that, it was found that the ability to speak partner to the ability to describe someone is still minimal. It can be seen from the answer to the majority of the details but in the number one and the number two, partners still answer in general. The number three issue of the partner can answer it because it has already been obtained when they learn Indonesian. Problem in number four partner respond with no focus even some ask first to researcher to answer question number four. Problem in number five, many partners who answer it easier to describe someone because humans have the same limb but have different forms of limbs as well as for the basic nature and nature of human beings. The number six and the number seven question, questions can be answered by partners with answers that have not been answered to the answers asked by the question.

- c. Provide teaching on speaking ability with cartoon movie in English, researcher taught in English subjects using cartoon movie combined with PPT or power point. Cartoon

movie that was used in the research this time there are 3 types of cartoon movie. The first cartoon movie is a cartoon movie with no English conversation. Assuming the researcher will know how well the partner understands a movie. The second and third cartoon movie is a cartoon movie that uses conversations between players in the cartoon movie.

The cartoon movie application in the research:

- a) The researcher explained the material with LCD media or PPT. Students look more enthusiastic because it is presented with pictures of their world as they can see and hear at the same time in interesting story packs.
- b) Then it is shared the talk exercise with a mix of pictures and texts, and then the students described the picture of the cartoonist in the question.
- c) The researcher provided an example of speaking by describing one of the English class students in a simple level. Then students alternate to classmates.
- d) This exercise is repeated until all materials are delivered.

Table 2 the effectiveness of cartoon movie applications on speaking fluency

NO	STUDENTS CODE	SKOR FOR EACH INDIKATOR						TOTAL	AVERAGE
		i	ii	iii	iv	v	vi		
1	001	4	3	3	4	4	4	22	3,7
2	002	3	4	4	3	4	4	22	3,7
3	003	3	4	4	4	3	4	22	3,7
4	004	4	3	4	3	4	3	21	3,5
5	005	4	4	4	4	4	4	24	4
6	006	3	4	4	3	4	3	21	3,5
7	007	4	3	4	4	3	4	22	3,7
8	008	4	3	4	3	4	4	22	3,7
9	009	3	4	3	4	3	4	21	3,5
10	010	4	4	4	4	4	4	24	4
11	011	4	3	4	4	4	3	22	3,7
12	012	3	4	4	4	3	4	22	3,7
13	013	4	3	4	4	4	4	23	3,8
14	014	4	4	3	4	4	4	23	3,8
15	015	4	4	4	4	4	4	24	4
16	016	3	4	4	3	4	4	22	3,7
17	017	4	4	3	4	4	4	23	3,8
18	018	4	3	4	3	4	4	22	3,7
19	019	3	4	4	4	4	3	22	3,7
20	020	4	3	4	4	3	4	22	3,7
21	021	4	4	4	4	4	4	24	4
22	022	4	4	3	3	4	4	22	3,7
23	023	4	3	4	4	3	4	22	3,7
24	024	3	4	3	4	4	3	21	3,5
25	025	3	4	4	4	3	4	22	3,7

26	026	4	3	4	4	4	3	22	3,7
27	027	4	4	3	3	4	4	22	3,7
28	028	4	3	4	3	4	3	21	3,5
29	029	3	4	4	4	3	4	22	3,7
30	030	4	4	3	4	4	3	22	3,7
31	031	3	4	4	3	4	4	22	3,7
32	032	4	3	3	4	4	4	22	3,7
33	033	4	4	4	4	4	4	24	4

Rata-rata

Indicator column description

- a) Students can explain understanding, function and Generic structure from descriptive text
- b) Students can use simple present tense
- c) Students can describe the physical characteristics of a person's characteristics
- d) Students can speak fluently
- e) Students have good fluency in speaking
- f) Selection of words or dictionaries for form and adjective

Score range of assessment results:

- 1: poor
- 2: good enough
- 3: good
- 4: very good

From the table above, it can be seen that the effectiveness of cartoon movies app with average result of 3.7 or it can be said very well. Whereas, when viewed from each indicator, a significant result is obtained because each indicator reaches the average of 3.6, where the lowest average indicator of the second indicator reaches 3.63 is that of the simple present tense aspect, 3.76 that is on the understanding aspect of understanding, the following functions of the generic structure of the descriptive text.

- d. Evaluate the ability of students to talk and describe movie characters in English. In this evaluation, students are asked to do demonstrations in front of the class, and it is proven that partners are able to do well and the ability to describe their friends or teachers. This shows an increase, though new in simple talk, with a 29.4% score that shows an increase in pretest results. So the bias can be concluded that partners are increasingly knowledgeable and increasing their skeletal ability with the help of applications from cartoon movies.

The inhibiting factor of this activity is relatively small, the lack of vocabulary mastery, so the future of the students, especially their English teachers, adds to the vocabulary material, so students do not just know the description of a person's body but they can also describe the nature of someone around their daily life . There are also students who are bustle themselves and are less interested in the material being delivered so that the classes become ragged, but such things can be resolved when the movie is played then they are prompted to keep in mind the characters in the film. Other problems arise when it turns out that the media used by the service team is a new thing



for the participants. This resulted in serious noise so the moment of class became very crowded.

Students are delighted with the advanced technology of LCD and cartoon movies they have never seen before in teaching and learning activities.

From the evaluation results, pretest results indicate that participants' understanding before the using teaching media, it is still lacking in understanding of the description material and after implementing the teaching media, cartoon movies, the partner is increasingly able to reveal the depiction of a person by using the description genre. It also shows that the students are very enthusiastic about increasing their knowledge about speaking with cartoon movies.

The conclusion of the research is a cartoon movie collection that can be used as a medium of English learning in this case is speaking learning.

Besides, It can be concluded that speaking with cartoon movies should be done gradually, since speaking is one of the skills in English that requires training and habits in everyday life. However with the help of interesting media such as colored pictures, especially cartoon movies make it easy for partners to create or create descriptions of someone around it with the help of these images as an example.

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