

# IMPROVING PRONUNCIATION ABILITY USING CARTOON FILMS IN SMPN 3 SUBAH

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## Abstract

This thesis was conducted to describe on how cartoon films can improve students' pronunciation ability and how cartoon films can improve students' pronunciation ability in pronouncing correct word. The method used in this research was collaborative action research. The research was conducted in two cycles from July 16th until July 19th, 2019 at the eighth grade of SMP Negeri 3 Subah. The research data were collected by using techniques of observation, document, and test. The data were analyzed through a constant comparative method and descriptive statistics. The research findings and discussion show that the pronunciation of the students of VIII at SMPN 3 Subah improved through the use of cartoon film. The activities were conducting using PowerPoint presentations, *recordings of learner' production* technique; reading aloud; listening and imitating. Those activities gave an improvement in the students' pronunciation. The implementation of reading aloud could improve students' pronunciation — the texts for reading aloud that given contained sentence stress. The students were helped to have excellent intonation when they read the text. The result of the research implies that English teachers need to choose the appropriate media in teaching pronunciation. The proper media to teach pronunciation is cartoon films.

**Keywords: Cartoon Film, Pronunciation, Word Stress.**

## INTRODUCTION

Considering speaking as a skill, Gate (Liao'2009) investigated the distinction between knowledge and expertise in speaking lessons, which he regarded as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, learn knowledge of grammar, vocabulary, pronunciation, intonation, etcetera is not enough, but the skill to use this knowledge to communicate successfully is indispensable.

Lack of Pronunciation is one of the factors students do not speak English well, example when they want to say *sea*; it sounds like *see*. This problem is found in the last level of junior high school as we know if the students in the junior high school, they know automatically what the meaning and they can speak English

better, but in reality, the students at SMPN 3 Subah still lack in speaking English specially to give information to other people. The problems also found in the media used by the teachers. Most of the teachers use monotonous media like a whiteboard, and the teachers are only using the picture on the books and textbook. Realize the importance of pronunciation; the teachers should be able to convince students so that they have the willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation, but the students can achieve at least the minimum requirement of proper pronunciation.

Thinking about theories above, the researcher would select cartoon films as mentor media due to the fact that students will certainly obtain some advantages, such as: watching cartoon movies widen students' understanding concerning the

worth of human life, and it encourages students to see to right expressions in English so they will undoubtedly have a motivation to imitate the articulation and intonation as well as pronunciation of the character. They will additionally have the motivation to create proper pronunciation when they speak. For these reasons, they must pronounce each word in the film script appropriately and also prevent mispronouncing some words.

Watch cartoon films inspire students to find out English pronunciation. Here are the indications: Students show their interest in watch animation movies; Students proactively associated with the task; Students can pronounce some words appropriately. According to Wittich and Schuller (1953: 138), elicits great interest, builds confidence. The sense of humor in the cartoon has great stimulated benefits, even for students with limited ability. Based on the statements above, it can conclude that cartoon films give essential benefits to the students, in this case building their motivation and interest in learning English pronunciation.

The researcher chooses SMPN 3 Subah as the object of the research because this school is used to be the researcher school so that he can get information from the teacher and the students quickly. To add more information, the researcher has done the pre-research that consists of interviewing the English teacher, interviewing the students, and observing the teaching-learning process in the classroom. Based on the English teacher's information, the students' motivation is considered low. This condition makes the students hard to focus on the lesson taught. That is why their English achievement is not satisfactory. The teacher informed that the most challenging skills in English faced by the students are speaking and listening. After observing the class, the researcher found out that the students often make some mistakes, primarily when they produced oral English during the lesson. The common mistake in producing oral English is

dealing with pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. The researcher concluded that students' pronunciation ability is low. Their unintelligibility pronunciation made the researcher think that they speak a different language.

Based on the class observation result, the researcher found that the teacher used a conventional method to teach English. He also emphasized on the reading skill instead of listening and speaking. He only asked the students to read the dialogue in front of the class and fixed some pronunciation mistakes made by the students. By using this way, the teacher thinks that the students will learn English better. The students do not show any progress in pronouncing some words.

This method was useful to inform correct pronunciation, but it was not enough. Students need to be aware of the pronunciation they produced. In the first 15 minutes, the situation in the classroom is perfect. The teacher taught the students, and the students are actively involved in the lesson. After 20 minutes, the situation changed. The students start to do something else like drawing, chatting with their friends. They were easily bored because the teacher did not give something new to the classroom. The teacher also used Indonesian instead of English to deliver the material and to communicate with the students. This condition becomes even worse when the researcher found that they only use one book as the source. The students could not afford to buy different kinds of books or other sources since there is limited access to get them.

The previous researcher already did the research in using cartoon film to improve students' pronunciation ability. Mustika Ratna Pratiwi (2010) in his research entitled "Improving Pronunciation Ability Using Cartoon Films" found that by using Cartoon film effectively improve students' pronunciation ability. The same result was from the research conduct by Rosdalina, Pipit Rahayu, and Eripuddin entitled "Improving Student's Speaking Skill Trough Animation Movie". Based on the statements, the researcher

intends to research how the English pronunciation is increasing under the title: "Improving pronunciation ability using cartoon films.

Pronunciation is the act or manner of pronouncing words; the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Further pronunciation definition taken from the Oxford Dictionary states pronunciation is how a language or a particular word or sound spoken. If one is said to have "correct pronunciation," then it refers to both within a specific dialect." A word can be pronounced in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. Fraenkel (1984:96) expresses that there are two main steps to learning how to pronounce a language: Receptive/list stage: in this stage, we learn to differentiate the significant sounds and patterns by listening to the word, Productive/speaking stage: by this stage, we learn to speak or to produce what we have learned before.

English Pronunciation has distinctive sound classes. It divided into two Primary groups: segmental and suprasegmental. In the segmental group, there are Vowels, diphthongs, and consonants. In the suprasegmental group, there is stress and intonation. Stress in communication is significant since different stress may convey different meanings. Stress (in this case stressed syllable) most often defined as those syllables within an utterance that are longer, louder, and higher in pitch. English language-teaching texts generally speak of three levels of word stress, or the pattern of stressed and unstressed syllables within a word. In fact, according to some phoneticians, there are as many as six levels of word stress the three of them are:

strongly stressed, lightly stressed, and unstressed syllables (Celce-Murcia, et al. 1996: 131). Stress used in typical conversation usually occurs within a word and a sentence.

Wittich and Schuller give their opinion about the advantages of using media in the teaching and learning process. It can be seen in their statement "When more information communicated by learning media, the teacher can give more attention to the uniquely human aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media (1979: 2). The conclusion from the opinion is that media plays an essential role as teaching aids to achieve the teaching-learning goals. In selecting the appropriate media as the teaching aids, the teacher should consider some factors. Morgan and Bowen (1982: 3), give five considerations for choosing the media; they are:

- a. The purpose of the lesson concerning the scheme of work and the syllabus,
- b. The scientific objective of the lesson,
- c. The characteristics of the class members (age, sex, educational background, and the reason for learning the language),
- d. Communication problems which may affect the lesson (hesitation and withdrawal caused by shyness, anxiety, or difficulties in relationship within the group),
- e. The design of the lesson (lesson plan), and the available resources (visual and audio).

Generally, the kinds of media in the classroom divided into three types: visual aids, audio aids, and audio-visual aids. The teaching aid used by the researcher in the research is a cartoon film that belongs to audiovisual aids.

Wittich and Schuller (1962: 135) say that cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion.

According to some definitions above, it can conclude that a cartoon is a form of media as the representation of man's character, man's idea, and certain situations by using drawings instead of

real people and places. according to Wittich and Schuller (1953: 138), elicits great interest, builds confidence. The sense of humor in the cartoon has great stimulated benefits, even for students with limited ability. Based on the statements above, it can conclude that cartoon films give essential benefits to the students, in this case building their motivation and interest in learning English pronunciation. According to two definitions of film and cartoon, it can assume that cartoon films are a form of media that portray man's interpretation of life recorded as a set of moving images by using drawings instead of real people and places.

There are various types of cartoon film materials. The teacher can use one kind of cartoon film to support the teaching-learning process. However, he or she can select what type of title of cartoon film is going to be used in the classroom and is suitable for teaching. According to Lonergan (1985), cartoon film can be categorized into the following groups: first, cartoon film recordings of specialists' films and television programs. Second, are cartoon film recordings of a domestic television broadcast. The last is cartoon film recordings of language teaching broadcast and films. When teaching by using cartoon film, the teacher has to know the techniques. According to Rice (1993), he explains that there are five techniques in teaching by using cartoon film: first, freeze frame. Second is the silent viewing. The third is sound only. Fourth is the jigsaw viewing. The last is the normal viewing.

## **METHOD**

The form of this research is a classroom action research. Classroom action research can define as the action research that conducts in the classroom in which both students and teachers interact. Action Research leads when there are problems appear in the teaching and learning process, and the practitioners try to investigate, evaluate, improve as well as solve the problem, and develop the new idea on their

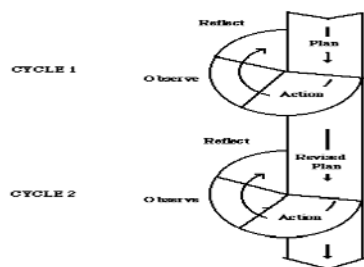
teaching (McNiff and Whitehead, 2006:7). Cohen, Manion, and Morrison (2005: 226), "classroom action research may use in any setting where a problem involving people, tasks, and procedures cries out for a solution, or where some change of future result in a more desirable outcome." It means that classroom action research is aimed to seek the solution for problems of the classroom.

Burns (2010) divided classroom action research into four steps: planning, acting, observing, and reflecting. 1)Planning. In this phase, the researcher identifies a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context. In other words, it is a stage for the researcher and teacher to plan the way how to make good activity in the classroom to solve the problem faced by the students.

In this research, the researcher and the teacher intend to conduct cartoon films to solve the problem of the students in pronunciation. The researcher and the teacher together prepare a lesson plan, and some materials used in the research process. The observation checklist and field notes also developed in this stage. 2). Acting, Action is a stage where the researcher applies the strategy that plans before. In other words, this stage is a step to activate the plan in real treatment. The teacher be the classroom teacher in this research. The researcher observe the classroom, do some observation checklist, and make some field notes. There will be three parts in the meeting of actual classroom teaching activity. They consist of pre activity, whilst-activity, and post-activity. In the pre-activity, the teacher greets the students, check the students' attendance, and give motivating strategies by asking some questions related to the material. In the whilst-activity, before the teacher plays the video, the teacher shows the student an example of English sound. Then, the teacher explain how to pronounce the sound. After that, the student separated into groups; each group is consist of 2 or 3 students. The teacher distributed the script of the dialogue for the student; each student read the dialogue base on the character on the script in front of the class, the teacher guide the students on

how to pronounce the dialogue. 3). Observing, this phase involves the researcher in observing the effects of the action and documenting the context, activities, and opinions of those involved. It is a data collection phase where the researcher uses 'open-eyed' and 'open-minded' tools to collect information about what is happening, evidence and analyze whether the treatment or solution is successful or not. The researcher will take note and observe all the activities in the teaching-learning process by using the observation checklist and field notes. 4). Reflecting, this phase, the researcher and teacher reflect on, evaluate, and describe the effects of the action to make sense of what has happened and to understand the issue they have explored more clearly. In this phase, the researcher and the teacher share, analyze, and evaluate the information which obtains from the classroom observation activities and the notes taken to get feedback on what have done. The researcher and teacher may decide to do further cycles of action research to improve the result or to stop. Below is the model of classroom action research cycle:

Cyclical action research model based on Kemmis and McTaggart (1988) cited in Burns (2010:20).



### Subject of Research

In this research, the subject is the eighth-grade students of class VIII of SMP Negeri 3 Subah in the academic year 2018/2019. They take as the subject of research after considering that the problems found in that class insist on being solve.

The teacher participant is the English teacher who teaches English in the grade eighth

in SMP Negeri 3 Subah. She got his bachelor from the English Study Program of Teacher Training and Education Faculty of Tanjungpura University.

### The technique of Data Collecting

Applying an appropriate technique to collect the data of research is essential. In this research, the researcher uses observation and measurement techniques. Thus, they can help the researcher in reflection whether the actions that given success in improving the student pronunciation through cartoon films. In this research, the teacher will teach the students, and the researcher will pay attention to the students' performance carefully to notice things that have a connection with the research focus. The observation is done by using the observation checklist sheet and field notes as guidance to see students' improvement by using cartoon films. Meanwhile, the measurement technique will be done by conduct a test to know the students' progress or students' pronunciation achievement in every cycle.

### The tool of Data Collecting

The tools of data collecting in this research were 1). Observation Checklist Sheet, The observation checklist act as a sources or reflection for the next action as it meant to be a description of the condition and situation that happened in the classroom during the teaching-learning process such as how the teacher explain the materials, the respond from the student and how the students' work in doing the test. The researcher tries to use the checklist which provided with a range of choice of options and some indicators to have much broader perspectives of the outcome. 2). Field notes are notes made by the researcher when the teacher applies this technique to the students. In this part, the collaborator tries to write down and lists anything that happened when the research conduct, including the obstacle that the teacher finds in the teaching-learning process. This field note uses as recording progress in the classroom. 3). Tests The researcher and teacher also use the test to know the students' improvement in pronunciation achievement. The researcher and teacher use a simple dialogue and read aloud test.

4). Record The researcher use audio-visual to record students' voices when they were conducting tests. 5). Photos In this research, photographs take while the actions implemented. Pictures uses to show the activity done by the students in the class during pronunciation practice.

### **The technique of Data Analysis**

To analyze the data, the researcher elaborates on the information from field notes, observation checklist and results of students' tests to investigate the teaching-learning process through the implementation of cartoon film to improve students' pronunciation. 1). Field note analysis the researcher take note while the implementation of Cartoon films in the classroom. The result of field notes explains in written form. 2). Observation checklist analysis There are some aspects of the observation checklist sheet. The researcher put (✓) to aspects when the teacher does it during the teaching-learning process in the classroom. The researcher also can add some notes if necessary. 3). Test analysis Referring to the purpose of this study, which is to improve students' pronunciation using cartoon films, the researcher use formula as follow to get students' score:

$$\text{Students' Score} = \frac{\text{Total Score Acquired}}{\text{Maximum score}} \times 100$$

From these activities, the researcher expects to find out the benefit of the strength and the weakness of the process. After knowing the weakness, the researcher then can decide what action would be treated in the classroom to improve the teaching-learning process.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Cycle 1**

There are many techniques for pronunciation practice. In this research, the researcher used *listening and imitating*

technique, *reading aloud* technique, and *recordings of learner' production* technique. The researcher used cartoon films as teaching media since they have a lot of benefits which are effective to teach pronunciation. The researcher used cartoon films as teaching media and used the audiolingual method to teach pronunciation to achieve the goal of pronunciation practice. Cartoon films used in this research have specific criteria such as: having simple dialogues, having clear and intelligible pronunciation, and having moral value.

In the first cycle, the researcher delivers the cartoon film used a PowerPoint presentation in the classroom. He also used sound systems to facilitate the teaching-learning process. Before the first meeting was conducted, the researcher played a cartoon film for the students. In the first cycle, the researcher explained the basic concept of word stress using lecturing technique combined with *listen and imitate* technique. He showed many parts of the film as a „model' to pronounce certain words; then the students pronounced the word altogether. After that, the students tried to pronounce the words individually. This was aimed to know the students' pronunciation ability improvement after treatment and to correct mistakes and errors made by the students. The researcher also uses *read aloud* technique and *record dialogue* technique.

The meeting was conducted on Tuesday, July 16th, 2019. The material for this meeting about word stress. In delivering the material, the teacher used PowerPoint and uses media such as LCD, laptop, speaker, and whiteboard. After greeted the students, the teacher started the lesson by asking students' impressions about the film they watched previously. The teacher played a certain part of the film and asked the students to find out at least three words in the film. Two students tried to mention three words. After mentioning around three words, the students gave up. They wondered why they could not hear those words. Then, the teacher told that they were accustomed to using incorrect pronunciation, so they could not hear the words. She also pronounced the words in correct pronunciation. The students repeated the correct

pronunciation together after the teacher. To identify each student's understanding, she asked each student to pronounce some of those words individually. She fixed mistakes done by the students immediately. After settling students' answer, she explained about the primary differences between English pronunciation and Indonesian pronunciation. That was the opening stage. After the opening stage, the teacher went to the main

stage. First, she tried to make the students' interested in learning word stress. It was reflected in the way she made the presentation slides. She chose bright and playful colors as the main theme of the slides; she also used informal teenagers' language style that was very close to the students' life. She chose some familiar vocabularies as the example of each word stress. The exciting part was that she put a funny picture to each word stress as the representatives of a specific word. She did so because she wanted to make the students remember the vowels easily. For example, she put a picture of a cat [kæt] when she explained about sound /æ/. She explained how to produce each word stress and pronounced each word stress. Then the students imitated the teacher. The teacher played the film once more and asked the students to find out at least three words in the film. It showed a better result because they could mention more than three words, and it was done by the whole class. The students were amazed because they were able to listen to English words better than before. Then, the teacher mentioned the rest words while showing the parts of the film containing those words. After that, the students repeated the correct pronunciation together after the teacher. This activity made the students noticed that the native speakers' pronunciation was very different from their teacher's. So, they had to be very careful in pronouncing English utterance. To identify each student's understanding, the teacher asked each student to pronounce some of those words

individually. She fixed the mistakes done by the students.

Since this research is collaborative research, the teacher always accompanied the researcher to observe the teaching-learning processes. The researcher prepared a field note form to be filled by the teacher in each meeting. Those field notes are very useful as the researcher's reflection to make a plan for the next steps. The teacher preferred to give a suggestion or give criticism orally rather than in written form, so she just wrote down the essential things in his field notes.

Based on the teacher field notes, the researcher realized that he still had many weaknesses. Although he made progress in each meeting, there were still some weaknesses that should be fixed in the next cycle.

From the observations above, the researcher got the result as follows: 1). The students were interested to learn pronunciation, but unfortunately, most of them were still less confident, nervous, and afraid of making mistakes. 2). Some of the students made excellent progress in their attitude. They enjoyed the lesson. It reflected in their confidence. They also actively involved in the activities. 3). The test shows a better pronunciation achievement, but the students had difficulties in using English stress pattern. 4). The teaching technique should be revised because the technique used in the first cycle could not make the whole class active. From the reflection above, it could be stated that the 1st cycle did not give a satisfactory result, although the result of the pronunciation test had shown the improvement. There are many weaknesses in 1<sup>st</sup> cycle, so the researcher decided to go to the next cycle.

## Cycle 2

Based on the first cycle result, it can be concluded that there are improvements in the students' pronunciation ability. Unfortunately, the teacher still had many problems in the teaching-learning process. It dealt with the teaching method used by the teacher. In the first time, she thought that the method was effective to teach pronunciation. It was true that some students had



made progress in the class. In fact, it also made the students less active during the teaching-learning process because it tended to be teacher-centered, not student-centered. They managed to be hesitant to try something new like read aloud with such expressions used in the film.

In this meeting, the teacher said that she had a plan to have an activity called voice over. First, the teacher divided the class into several groups. After divided the class into several groups, the teacher played the film while the students learn the dialogue. The teacher asked the students to listen to the film dialogue pronounced by English native speaker while they read the dialogue script so that they could learn to read the dialogue as similar as possible to the film. Each member of the groups might choose his desired character. After the groups were ready, the teacher asked each group to read the dialogue in front of the class. Before the group started to show their performance, the teacher reminded the group to use the correct pronunciation. She also allowed the students to use expressions when they perform their performance. The other groups were supposed to note down any mistakes done by the group. After the group had finished, the teacher and the other groups evaluated them.

In the second cycle, the researcher action was observed by the teacher. She couldn't write field note. So, she just gave some important points related to the classroom situation orally. Following is the table of the notes from the observers in cycle two.

After implementing the second cycle, the researcher compared the result of the first cycle and the result of the second cycle. There were some differences between the first cycle and the second cycle. The differences are including class situation, students' intrinsic motivation, and the students' comprehension. The class situation was more joyful. The whole class was actively answering the teacher's questions and was actively involved in the activities. The teacher always said that making mistakes was

the part of the learning process, so the students were motivated to answer the teacher's question, although they didn't make sure that their answer was correct. The teacher tried to be as relaxed as possible in facing some problems that occurred in the classroom. It happened when some members of the third group refused to perform their dialogue in front of the class because they were unconfident. The teacher allowed them to read the dialogue using their way. She asked the other students not to laugh at the group performing their dialogue. It made the students felt secure and relaxed in doing the exercises. It also made the students closer to the teacher, so they did not doubt in expressing their opinion. However, sometimes they still made errors and mistakes.

## **Discussion**

The goal of this research is to improve students' pronunciation ability. The research findings show the improvements in many aspects by comparing the condition before and after cartoon films used. In this section, those findings discussed by justifying them with the theories in Chapter II. As mentioned before, cartoon films are appropriate media to improve students' pronunciation ability. The improvement of students' pronunciation ability in this research involves certain focuses which are closely related to the theories in Chapter I about the goals of teaching pronunciation using cartoon films. Each of the findings discussed as follows:

1). Cartoon Films can Improve Students' Pronunciation Ability. Kenworthy (1987) states that the primary goal of pronunciation for the learners is that pronunciation can be comfortably intelligible. It means that the conversation between the speaker and the listener can be „comfortable. “ It is not the condition where the speaker and the listener speak a native-like pronunciation, but both the speaker and the listener understand each other.

2). Cartoon Films can Improve Classroom Situation in Pronunciation Practice More advantages disadvantages when cartoon films used in the teaching-learning process. The advantages and disadvantages explained below: a). After



students watched cartoon films, they often imitated particular dialogue even after the class was over. Since they accustomed to listening to dialogues spoken by natives, they could easily remember the dialogues. That was proof that cartoon films could motivate students to produce correct pronunciation. b). Cartoon films also add students' interest in pronunciation. They stated that they were interested to learn pronunciation after watching cartoon films. c). Cartoon films can stimulate students to action. In this case, the students were encouraged to listen to the dialogue of the film and to produce English sounds as much as possible. They could make it, although it was something new for the students since they were accustomed to producing Indonesian sounds. Cartoon films are audiovisual media that have a lot of benefits to pronunciation practice. Compared to other media, cartoon films provide something that not easily provided by other media. They provide enjoyment and a good learning model at once. That is why the students look happy and relax during the lesson.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The research findings and discussion in Chapter IV also show that the pronunciation of the students of VIII at SMPN 3 Subah improved through the use of cartoon film. In cycle I, the activities were conducting integrated pronunciation teaching; using classroom English during the teaching and learning process; using power point presentations, *recordings of learner's production* technique; reading aloud; listening and imitating. Those activities gave an improvement in the students' pronunciation.

The activities in Cycle II were integrating pronunciation teaching; using classroom English; using power point presentations, audio recording and multimedia; giving students homework to read aloud; directed response task; and managing seat position. All

the activities applied in Cycle II could improve the students' pronunciation.

The research findings also show that students' pronunciation had improved. After conducting actions, there were some implications. The implications described as follow; The implementation of using cartoon film as audiovisual media had made the teaching and learning process more enjoyable. The students loved to see a lot of pictures and to watch videos so that they can learn pronunciation in an exciting way. Moreover, the use of audiovisual, audio recording and multimedia could expose the use of English in a real-life situation so that students could learn from a good example. The implementation of reading aloud could improve students' pronunciation. The texts for reading aloud that given contained sentence stress. The students were helped to have excellent intonation when they read the text. The text also included vocabularies that sounded new for them so that they could increase their vocabulary.

### Suggestions

The researcher would like to give some suggestions related to this research for those who are closely related to English teaching and learning. The researcher hopes that these suggestions will be useful, especially for teachers, institutions, students, and other researchers.

1). For the Teachers Pronunciation is considered an important subject that should be taught as early as possible. So, it is better for the teacher to teach this subject first before the others. Pronunciation is very important for the students as an essential ability to help them listen to English utterances. Because of limited time, the teacher should teach pronunciation effectively, or the goal of pronunciation teaching will not be achieved. One of several ways to teach pronunciation effectively is by using cartoon films. Cartoon films are familiar things for the students. They provide a good pronunciation model to the students. Moreover, cartoon films can attract students' attention so the teacher will quickly deliver the materials. Teachers should adjust the cartoon films

presented with the material given and the level of the students.

2). For the Institutions The institutions that deal with English teaching-learning in their programs should provide the appropriate facilities that support the teaching-learning process to improve the educational quality, such as a proper language laboratory, audiovisual room, internet, library et cetera. The institution should encourage English teachers to use different techniques to teach English, especially pronunciation, to improve the quality of the teaching-learning process.

3). For Other Researchers This research studies the improvement of pronunciation ability using cartoon films as the media. The result of the research is expected to be able to encourage other researchers to conduct research dealing with cartoon films in other subjects, such as speaking, writing, reading, or listening. Otherwise, they can also study the improvement of pronunciation ability using different media.

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