

## CARTOON MOVIE AS A MEDIA TO PROMOTE SPEAKING SKILL

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**Abstract:** This research reports on a case study of cartoon movie as a media to promote speaking skill at a senior high school in Sigli, Aceh. This study is an attempt to response the issue in preliminary study in which teachers did not know how to provide a creative and interesting teaching media for speaking. Considering that practicing speaking should be interesting and enjoyable, the researcher assumed that cartoon movie might contribute to students' speaking development. Besides having potential to encourage thinking processes and discussion skills, cartoons engage the attention of the learners and present information in a non-threatening atmosphere. Two non-participant observers and 20 second-grade students of Senior High School were participated in this qualitative research design, embracing characteristics of a case study. The data were obtained from different resources, classroom observation, video recording, document, and test. The research aim was to investigate how the teacher employed cartoon movie as a teaching media to develop students' speaking skill. The findings revealed that students motivated to take part in the classroom activities, enjoyed and felt confident to speak English, indicating that the teaching speaking through cartoon movie was successful.

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## INTRODUCTION

In general, there are some factors that cause students to struggle when speaking English. On the one hand, they are limited in their ability to master the component of speaking. The components are widely recognized in speech process analysis. They are as follows: a) Pronunciation, b) Grammar, c) Vocabulary, d) Fluency, and e) Intonation. Another factor is that students rarely practice speaking English. They have few opportunities to practice speaking English outside of class because the majority of their friends speak Indonesian, even in their mother tongue. In other side, some problems also come from some undeveloped teachers who are not familiar

with technology till they do not know how to operate it. The result, the teachers do not understand how to develop and to create some creative work in teaching and learning process. Some still use context book, still use style which are old ways are left behind, all the time. Some also do not give the material that can help oral activities and even there is no examination system that emphasizes oral skill. These activities make the teaching and learning process is not interesting in students and those do not encourage the students to speak in English.

According to Richards (2008) and Thornbury (2005) there are some reasons why students still have difficulty in speaking. They are, a) lack of curriculum

emphasis on speaking skill, b) teachers limited English proficiency, c) class conditions do not favor oral activities, d) limited opportunities outside of class to practice, e) examination system does not emphasize oral skill. In addition, in the writer's experience when he did his teaching practice at SMA Negeri 1 Peukan Baro. He found some problems that most students got bored in learning English lesson and speaking was the only one skill that made the students hard to understand and to master. They also still confused how to express the idea because they still poor in vocabulary, fluency, intonation, grammar and also found difficult to pronounce the words well and correctly.

Perhaps, by giving a lot chance for students to practice English either in the classroom or out of the classroom, it will help students to improve their speaking skill to be better. Practicing speaking English in the classroom should be interesting in order to make students speaking skill can be improved and the process of learning can be enjoyable. By creating English community out of the classroom, it gives students freedom to express their own idea in English and it can help them to improve their speaking ability. It also helps them to be used to communicating in English confidently and correctly.

Besides those, in choosing some appropriate technique, and media in teaching and learning process also could influence the students' interest and spirit in receiving the information. The right media could encourage students to learn and to increase their speaking ability too. Some media could be like teacher, handouts, books, videos and there are many other media. All the media are good but the video which is more compatible to improve students' speaking skill.

Video is a part of audio-visual aids can be classified into the learning characteristic and lesson content. It can help teacher in running teaching and learning process because it can encourage students'

motivation to learn spoken English. According to Berk (2009) video is able to make somebody elicits deep feelings and emotions, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. So, video have a strong effect on somebody's mind and sense. One of video that is able to make students to be more enjoyable is by using cartoon video (see Thornbury, 2011). The cartoon video is in animation form, created by Mark Kulek, found conversation and expression.

According to Clark & Jones (2001) that cartoons can engage the attention of the learners and present information in a non-threatening atmosphere. Besides, cartoons have the potential to encourage thinking processes and discussion skills. Another opinion said by Doring (2002) that focused on the effect of exposure to cartoons on language learning. The results of the study were indication of the fact that the language learners who had exposure to cartoons could produce oral answers that were very proactive and interesting in different discussions held in the classes. The video also gives students motivation, it makes students good in communication, non-verbal communication and cross-cultural in communication.

### **Teaching Speaking in Indonesian Context**

There are many definitions of speaking that have been aimed by experts in language learning. Kayi-Aydar (2014) Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Repetition is also one of strategy that is able to increase students' speaking ability (Newton and Nation, 2020). Based on the methodology of

the 1970s in a book of Teaching Listening and Speaking (2008) “speaking” in traditional methodology usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and other drill-based.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. From the definition and statements above the writer concludes that speaking skill is the most important skill in learning second language or foreign language. Because someone is succeeded in learning other language, if she or he can master speaking skill. In other hand, someone can speak in foreign language well.

Teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2002) suggests some principles that help in teaching speaking: 1) The teachers should be aware of the difference between second and foreign language. English, as a foreign not a second language in Indonesia, students get challenges in learning English where the target is not a language of communication in society where students do not get a chance to practice it their own daily life. It also becomes challenges for teachers to determine the target that want to be reached. 2) The teachers should give students chance to practice with fluency and accuracy. Fluency and accuracy are very important to make students more confident and braver in increasing their new language. Teacher must give students opportunity to practice their speaking in the class. Teacher should teach

with some media that is able to improve students' pronunciation and the teacher also can do some activities outside that encourage students in speaking English. 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talks. Teacher should make discussion group to push students to talk more in English such as debate, game and anything else. Teacher should make a chance to students to communicate in English with some interesting topic to talk with their partner so that it can help students. 4) Plan speaking task that involves negotiation for meaning. Teacher can do some strategies in teaching to make students understand what the speaker says by using some method and media that encourages students in understanding the expression and conversation in English. By asking clarification, repetition and explanation during conversations. 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Teacher make a topic is not monotonous, not only the topic that is found on the context book but teacher can do freely. It can be given largely, generally or specific. That can take students to the great and wide perception.

### **Video as Media in Teaching and Learning Process**

In teaching and learning process, the use of media makes the learning becomes more interesting, creative and creates good atmosphere (Rohdiana, 2018; Rahayu, Dayu, Islamiyah, 2020). Furthermore, Smaldino (2007) explains five roles of media in teaching and learning process. The first one thematic Instruction known as teacher's brainstorming when the teacher organizes around the topic. Next, portfolios is students' collection of work that illustrates growth over a period of time such as students-produced illustrated book, video

and computer multimedia project. And instructor-directed learning which is a common use of media in an instructional is for supplementary support of the “live” instructor in the classroom. According to Berk (2009) selecting appropriate videos can be a media that have an important role in English teaching and learning process.

There is a wide range of video categories that can be used in the classroom. The actual choice will depend on the instructional purpose or outcome and the characteristics of the students and their interests. Instructors need to decide the effect of they want to produce in a given learning situation. The writer chooses the humor video as Berk said in Ronald (2009) Each instructor should set his or her own standard for video, just as standards may have already been set from other types of classroom behavior, such as offensive humor because humor is able to make students to be interested in study, such as cartoon movie. It has an interested power for children and teenager in encouraging them in learning process. The students will understand faster than handbook.

According to Berk (2009) there are some values of video clips in the classroom. Grab students’ attention, attention of the students at the lesson is one of the keys that is able to make the students can catch the lesson easily. By using cartoon movie, all the students’ attention will be more focused. Generate interest in class, in running the lesson, it needs an interesting class, so the students will enjoy the class. By using some interesting media, like cartoon movie, makes the students are interested in learning. Energize or relax students’ imagination. In studying, it needs to be relaxing. Especially, a boring lesson to the students and to taught in midday. So, cartoon movie as media is able to make the students more energize and relax in extending and joining any lesson. Increase memory of content. Cartoon movie is some funny video, which is liked by the students. It can make students easy to increase their

memory and understanding. Set an appropriate mood or tone. Cartoon movie can invite students’ mood to be more spirit, for cartoon movie can make students refresh and anxiety.

## METHOD

This is a qualitative study which involved a writer, took role as a teacher, and two non-participant observers. The first non-participant observer took role to observe how the writer applied cartoon movie as a media to promote speaking skill during teaching and learning process and based on lesson plan, the second non-participant observer observed characteristics of students and events or phenomena during the teaching and learning process. The video of the students’ speaking was recorded by the writer.

Two non-participant observers and 20 second-grade students of Senior High School were participated in this qualitative research design, embracing characteristics of a case study. The study employed multiple data gatherings over an eight-meeting period. The writer met his class two times a week. The research was carried out from April 20th to 11th June 2016. The method was used in this research was qualitative. The qualitative data was obtained from different resources, classroom observations, video recording, document and test.

Classroom observations were attended to identify the cartoon movie employed by the writer teaching English through cartoon movie including teaching procedure and teacher’s role in teaching. Two non-participant observers took a role as the participants in observing the writer and the students during the teaching and learning process. The observations were conducted two times a week. Video recording was employed to observe the atmosphere of the

test and to get some extra amount information to support the data of the observation. The video was recorded by the writer was focused on students' speaking practice. Document was used to help the writer in running the process of the teaching and learning and to prove the data from observation. The data were syllabus, lesson plan, teaching material and media. Cartoon movie as teaching media were utilized to investigate the focus of the research. Test was done to discern comparison of the students' improvement in speaking English as foreign language (EFL).

The research was conducted in four steps. First, classroom observation was carried out during the study. Second, the video recording (video file), third the data from documents (syllabus, lesson plan, material and media teaching) were collected, and the data was obtained from students' preliminary test. Then the data that were analyzed qualitatively was obtained from multiple sources of data including observation (observation sheet), video recording (video file), document (lesson plan) and test. The process of data analysis is presented through the following steps. First, the data from observation were transcribed and analyzed based on the research question. Second, video recording was transcribed and analyzed. The data from documents was lesson plan. From the lesson plan, the data were categorized into phases of teaching. The data of preliminary test was compared.

## RESULTS and DISCUSSION

The qualitative data was obtained from multiple sources of data including, observation, document and test. This study intends to answer research question "how far cartoon movie to promote students' speaking skill". In answering the research question, there are three findings that will be discussed here. The first one is about the result of the observation during teaching and learning activities. It was found that there

were three activities to promote students' speaking skill by using cartoon movie.

### 1. Pre-activity

To encourage students in learning speaking English, the teacher selected the topics were creative, fun and interesting until students had huge motivation in studying. The students tried to come to the class earlier with dictionaries on their hand. Many boys and girls tried to sit in front of the class. The videos were showed during eight periods were simple and the pronunciation were spoken by the speaker was clear and easy to be imitated and to be learnt. The result, the students could pronounce the words easily and correctly.

### 2. While-activity

At fourth meeting, some students wanted to express their idea in English even though they spoke broken English and some boys tried to express their idea by asking permission in their own words. It means that students had been interested in learning speaking English. At seventh meeting, the students had increased their memory by answering their friends' question that was asked by teacher. At eighth meeting, most students did performance confidently, no need to be asked. They even competed to do performance in front of the class earlier.

### 3. Post-activity

At closing activity, teacher summarized the lesson by giving feedback to students and told the students the upcoming topic for next meeting. At the result, the students had clue and idea to prepare for next meeting. The students enjoyed the lesson in every meeting because of cartoon movie was applied as teaching media, even at seventh meeting, some boy students asked the writer to come in the class for next meeting.

From the result of speaking test above, it proves that students are success in speaking English. The students' score increased significant.

Speaking has an important part of human life. It is one of four language skills that must be completed. Language is a

communication tool used to understand and express ideas, expressions, feelings, and also a tool to develop knowledge and culture.

In our country, Indonesia, English is a foreign language. It is a subject taught in junior and senior high schools aimed at preparing the students to be able to communicate and accessing the knowledge in English. Especially, it is also aimed to prepare the students to be able to communicate and to get some information in their life based on the era global.

The students should have good speaking skill to be able to transfer knowledge and to get the knowledge and information in English effectively. It can be said that students are able to communicate and to respond with other person or foreign with any context in English.

In this research, the writer used the cartoon movie to promote speaking skills. Before the students were given any task, the students watched the cartoon movie with any expressions. Each video was played twice, aimed to make students familiar with the vocabularies, pronunciation, grammar, intonation and to help them in speaking fluency. After watching the video, they identified the language expressions used in the videos. The writer explained all the aspects that were found in video. In every meeting, the students were asked to practice the expression with their own words in front of the class.

After a series of treatments, the students seemed to have more various vocabularies and good in grammar. They seemed to have a good in their pronunciation and intonation and they spoke fluency. Based on observation, students seemed their speaking skill was improved after learning through video in several meetings and their speaking results proved it. Vocabularies gained from video were presented in context. While learning the language the students could get the visual context provided by the pictures in video which portray the situation, environment, and other visual clue that could help students to understand the message. Video

gave contextual learning and could increase comprehension of spoken language.

Video can be a good model in speaking practice since it can present native speaker into the class. Students will imitate what they see and hear and video provides both of them to make their learning more interesting which leads students to be more active in the class room. In addition, because of the interesting learning experience tends to lead students to have the long-term memory what have they learned. It requires a lot of repetitions to make them common to use and pronounce the vocabularies that they learned.

Before the students watched the whole video, they did vocabulary task: to find out the meaning of the vocabulary. The vocabularies listed on the whiteboard taken from the videos. The aim was to help students in getting their vocabulary and comprehending the videos. The video was played twice. After showing the video, they identified the language expressions used in the video.

Moreover, video provides repetition. Repetition is important in learning. Based on the methodology of the 1970s in a book of Teaching Listening and Speaking Richard (2008) "speaking" in traditional methodology usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and other drill-based. Although, when they were speaking, their local accent still has big influence to their speaking.

The last, video provides Cross-cultural awareness. It was allowing students to look at situations for beyond their classroom. Video also gives students a chance to see such things a kind of food people eat in other countries and what they wear.

The research conducted eight meetings. The action was success to attract the students' attention and success on students' speaking skill, but there were still some weaknesses. The goal of using videos as media to give an appropriate speaking model was successfully achieved. The students were interested in learning video

during the lessons. They could understand the expressions used in the videos easily and used them in real context. The students became more enthusiastic and participated actively in the classroom activities.

## CONCLUSIONS

In this research, the writer applied cartoon movie to improve the students' speaking ability. In conclusion, the ability of the second-year students of SMA Negeri 1 Peukan Baro in studying cartoon movie was satisfying. Games were a priceless support, which a teacher may take an opportunity to use in order to help the students to succeed in practicing speaking. There were three main results of this study that should be underlined; 1) Using guessing games in teaching speaking was not restricted to any classroom size. 2) Using guessing games in teaching speaking is beneficial for students. 3) Teaching speaking by applying cartoon movie can increase the students' interest in learning. The findings revealed that students motivated to take part in the classroom activities, enjoyed and felt confident to speak English, indicating that the teaching speaking through cartoon movie was successful.

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