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## CARTOON: MEDIA IN PROMOTING STUDENTS SPEAKING SKILL IN ACEH

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### Abstract

Being exposed to various media and technology, from course book to internet resources, students lack motivation for learning in non-high technology path of academic development. This is the main reason why English teachers always keep searching on innovation of teaching sources. One way of presenting variety into the classroom is the use of cartoon as a media. This research aims to seek the effectiveness of using cartoon in teaching speaking. The study was conducted on experimental design. It involved two groups: an experimental and a control group. The research study was carried out at an Islamic junior high school in Aceh Besar. Pertaining to the results of the study, It is evidenced that the use of cartoon brings improvement between experimental and control group of students in speaking skill. Therefore, the study concluded that cartoon as teaching media helps students in promoting speaking ability. In addition, cartoon also provides audio and visual aids to attract students' attention and develop students' motivation toward the learning of speaking.

**Key words:** Cartoon, media of learning, speaking, EFL, Aceh.

### INTRODUCTION

Indonesia is a country where English is not spoken as the primary language of most people, it has promoted English by choosing it as one of compulsory subject to be taught in formal schools. However, teaching English in non-English speaking country is more challenging than in English speaking country where the opportunity to practice and employ English is boundless (Harmer, 2010). English teacher should recognize the effective ways to get students to speak English in classroom. Therefore, some facilities and media have been provided in each formal school by the government in order to maintain the effectiveness of teaching learning process. Students are then able to employ numerous technology and information to support their learning. Reading a textbook is sometimes a tiresome and boring activity for most of them, they prefer to audio-visual experience which is entertaining and engaging to them.

As a productive skill, speaking should be always promoted by the language learner in order to motivate the learner to communicate in target language spontaneously. Cartoon as a helpful media in promoting English speaking skill can be used to facilitate the students to get to hear the foreign language and to get a chance to develop their listening and speaking skills with authentic language as their model. Smaldino, *et al.* (2007) state that movie can be more effective instructional media than others for relating one idea to another, for building continuity of thought and for creating dramatic impact. This verbal communication helps the students to pick up the language more spontaneously. It is also expected to be able to motivate students to learn, to pay attention to the material given

and to improve their ability to speak. Therefore the objectives of this research are to investigate the effectiveness of using cartoon movie in promoting speaking skill in Aceh.

### Teaching Speaking

According to Goh and Burns (2012) there are three key factors in successful language learning: teachers, materials and learners. By designing interesting and appropriate material, teachers are expected to construct students' learning experience in order to support their speaking developmental. The material prepared should fulfill some categories such as, provide speaking practice, promote language and skills learning, and facilitate metacognitive development. Meanwhile, learners as the core of learning should be encouraged to take responsibility for managing their learning and improving their speaking skill. However, motivating the learners to use the foreign language can also be a challenge, since learners may hesitate and lack confidence to speak the foreign language. Nunan (2003) points out that one of principles in teaching speaking is by providing students with opportunities to practice both fluency and accuracy; accuracy means using the target language correctly, and fluency is using language quickly and confidently. Therefore, a language teacher should be able to create an encouraging classroom environment where the students have opportunities to reveal real communication of target language, authentic and meaningful task in order to promote their speaking skill (Fata, 2014).

### Cartoon

In learning English as a foreign language, students face some difficulties in pronouncing English words. Most of them are unsuccessful to speak English correctly and impulsively. However, teachers need other resources of teaching media. Cartoon movies which are familiar to children can be used in education. The combination of audio stimuli and video stimuli presented in cartoon movies assisted the children for a good model of correct pronunciation. They are also considered to be appropriate media to create entertaining and enjoyable classroom atmosphere. Ruusunen (2011) states that movies expose the students to authentic target language, speech forms that are not normally encounter in the more restricted classroom environment. It also motivates the students to participate actively in movie-related activities. Harmer (2010) also points out that students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting task. Meanwhile, Keogh, *et al.* (2010) reveals that teachers with a good preparation of using visual aids in teaching is possible to create a good language learning process in which students actively involved in learning as a result, their knowledge and skill can be improved.

Smaldino, *et al.* (2007) also highlights the realistic examples that the movies enable mixing both audio and visually make movie a comprehensive tool for language teaching. The visual aid also supports the students: It helps learners by supporting the verbal message and provides a focus of attention while they listen.

Meanwhile, Cartoon movie is kind of movie which involves sound, recording a series drawing or manipulating animate object. According to Bordwell and Thompson (1997) cartoon is distinguished from live-action ones by unusual kinds of work that are done at production stages. Hornby (1995) describes cartoon as kind of graphic communication which have power to capture attention and influence attitudes and behaviors of the viewer. Language teachers are insisted to use materials and media which are not only attract students' interest but also offer them the way how to pronounce the target language in probable fluency and accuracy of native speaker language. In general, movies can be a good teaching media in promoting English speaking skill to EFL students because they provide learners an authentic language, an entertaining classroom atmosphere and interesting audio visual aid which is appropriate for the learners who have different learning strategies.

Keogh, *et al.* (2010) list the function of audio visual aids in particular and their contribution to language learning: Firstly, the instruction can be more interesting. Audio visual aid can attract the students' interest. If they are interested, they give much attention to what is being taught or discussed. They are curious to know about the lesson. This can lead to an interesting language learning processes. Second, learning becomes more interactive. Many activities can be created through applying visual aids in teaching learning process. That activity is relatively more interesting than the activity of listening or writing the teacher explanation. Third, the quality of learning can be

improved. If there is a good preparation of using visual aids, it is possible for teacher to create a good language learning process in which the students' participation of dominant. As a result, the students' knowledge and skill can be improved. Forth, the positive attitudes of students toward what they are learning and to the learning process itself can be enhanced. The purpose of aids should mean to simplify instruction. They should not make the process of teaching and learning more complicated.

Meanwhile, Ruusunen (2011) has also concluded some advantages of using movies as media of learning. Firstly, the authenticity of movies can make them more interesting as a teaching material. If the topic of the movie is chosen carefully, the student may be able to identify to the movies and thus their motivation can be better. Secondly, since the language input presented in the movies is usually dubbed by native speakers, it brings learner into foreign language environment which is not exposed by learner outside the classroom. However, it is important that teacher makes sure that the input is comprehensible and not too difficult. Thirdly, since learners may have different learning strategies, it is wise to use versatile teaching methods which provide visual and auditory stimulation and activate the use of the both hemispheres, which is essential for efficient learning. Both of Keogh et.al & Ruusunen perspectives show that audio visual aids or movies have a good impact if they are used in learning. They are not only motivating students but also providing the students to the real language spoken by native speakers as their model.

A number of studies have been conducted on the use of video, movie and cartoon in developing particular language skills (Ruusenene, 2011; Ismaili, 2013; Pratiwi, 2010). Ismaili (2013) had concluded that there were significant differences between experimental and control group on integrated skills using video incorporated in the teaching material. He found that motivational factors associated with movie-based teaching helped to increase the efficiency of the teaching and learning process. Meanwhile, Pratiwi (2010) had completed the conclusion by pointing out that teaching pronunciation using cartoon movies is effective because it can improve the pronunciation ability and intrinsic motivation of the students as well. The students' improvement on pronunciation ability is shown from the difference of the students' mean score between before and after the actions.

## METHODS

This study was conducted at MTSN (Madrasah Tsanawiyah or so called State Islamic junior high school) in Kuta Baro, Aceh Besar with the main purpose was to seek the effectiveness of using cartoon in teaching speaking in order to promote English speaking skills to Acehnese students. The population of this study was the second grade students of MTsN Kuta Baro which was divided into five classes. Two classes were taken as random sample where then the writer did an experimental in one of the classes. The number of students in experimental group was twenty- five, while control group consisted of twenty- four students. The instrument used to collect data for this study: speaking tests. The tests (pre-test and post-test) and It was based on four aspects of speaking; pronunciation, vocabulary, grammar, and fluency.

## RESULTS AND DISCUSSION

In this study the researcher arranged the results of pre- test and post- test based on the procedure of assessing speaking test. Based on the results of the test, the writer then concluded them into the following table.

**Table 1.** Results of the experimental and the control groups.

No.	Result	Experiment Class	Control Class
1	Mean of Pre-test Post- test	57 75	56 60
2	Standard Deviation	6.02	4.33
3	T- Test	14.38	4.55

Based on the table above, there was no significant difference in pre-test score of the two classes. It means that before the treatment both of the group samples have the same ability in speaking. After the teacher gave the treatment to experiment class, there was a significant improvement from pre-test to post-test mean of the class (57 to 75). It means that students are better in speaking achievement using audio-visual aid, cartoon movie. On the other hand, there was

no significant improvement from pre-test to post-test mean of control class (56 to 56) where during classroom learning, students just paid attention to the teacher's explanation. Meanwhile, from the T – test result, it could be seen that the experiment class got higher score (14.38) than the control class (4.55). This result leads to the conclusion that there is a difference in speaking achievement between the two classes of sample after the treatment conducted in one of them which means cartoon movies as media of learning speaking have assisted the learner to improve their speaking ability.

During the treatment of teaching and learning, the writers have concluded that students were usually lack of motivation in learning English especially in speaking practice. Fata (2013) supported the importance of confidence and motivation of English intonation practices. They used to practice speaking skills from conversations provided in textbook. On the other hand, the students loved to experience new things for their learning. They were enthusiastic to the cartoon movie, since the cartoon movies provided by the writer were in form of short movies which was designed for learning purposed, thus the figures and language used was designed attractively. Therefore, during the classroom activities, students were engaging and motivating to the cartoon movie. Students tended to write and articulate some words or even utterances provided on the cartoon. Then, at the end of the watching, they were able to pronounce some words and sentences as spoken in the cartoon, and even retold some parts of the cartoon story.

Promoting speaking English ability in EFL country as in Indonesia is a challenging effort for most language teachers. Most students consider English as just compulsory subject in their school. They learn English to pass their exams or to do their exercises. Therefore, teachers are suggested to teach the language for productive skill instead of nonproductive skill. Students are required to get in language real situation in order to smash their perspective toward English. Presenting learning materials provided in textbook should not be always done by the teachers.

## CONCLUSION

Based on the research finding of this study, the writer concludes that using cartoon movie is effective in teaching speaking skill. It motivates the students to involve actively in learning. Audio visual aid as cartoon movie which offers the real target language can be an effective medium in promoting speaking English skill to Acehnese students, especially in age of 13-17 where cartoons become amusing things for them. Bring cartoon to the learning English also makes other perspective of learners that learning English is fun, entertaining, and enjoyable.

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