

## THE IMPLEMENTATION OF ENGLISH CARTOON MOVIE ON STUDENTS’ SPEAKING ABILITY IN MTS NU SUGIO LAMONGAN

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**Abstract.** English cartoon movie is always associated with kids, Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies are made for the adults. Speaking is one of the four skills that should be mastered by the students. Every student has different speaking ability, so it is interesting to describe the research about students’ speaking ability. The purpose of the study is 1) to know the implementation of speaking class in the English Course of MTs NU Sugio Lamongan in the academic year at 2013-2014, (2) To know the students speaking ability in the English Course of MTs NU Sugio Lamongan in the academic year at 2013-2014. The study was conducted in English course of MTs NU Sugio Lamongan. The number of the subjects was 20 students. The design of this research is descriptive qualitative. The data were obtained from observation, questionnaire and interview. The data were analyzed by data reduction, data display and conclusion drawing or verification. The result of the study showed that by using English cartoon movie and the process of teaching learning speaking, that can give significance improvement to the students’ speaking ability. They are communication games discussion, and role play. About the result of questionnaire in percentage table, the responses of students to the teaching speaking are good. Most of them like to learn speaking. They said English especially speaking can make them motivated, enthusiastic, and increase their speaking ability. Moreover based on the result of students’ response, they like very much to the teaching of speaking by using cartoon movie in the English course.

**Keywords:** speaking ability, English course

### INTRODUCTION

There are some reasons why students feel difficult to study English especially speaking ability. Most of student often inhibition about trying to say something a foreign language in the classroom: worried about making mistakes, they cannot think of anything to say they feel less exposed if they are speaking their mother tongue. So communication is very important to get speaking well. Wherever and whenever communication is still used, especially in the classroom (Richards 2002: 208) explains that communication is still used, especially in the classroom is embedded in meaning focused activity.

There are some skills in English, speaking writing, listening and reading, In fact speaking is very important because speaking is the goal of learn and understanding about English department. They are teaching speaking to the student becomes an important part of the teaching learning process. From those statements, the writer tries to relate them to English course of MTs NU Sugio Lamongan, which has certain purpose, that is to progress to improve the student’s language ability or communication ability, and it means speaking ability. The purpose of teaching English is to achieve the communicative competence. This purpose become one reason for Mts NU Sugio Lamongan makes the English course. It was started in 2013, so it is the first period, the student of English course must joint test and they must pass the hard examination, this class is begun after finishing in the formal school, the teaching is different with the other camp. The language used in the daily activity is especially in English. Based on the statement above, most problems faced by the student are in speaking ability.

In order to make this study clear the researcher wants to limit this researcher focuses on teaching speaking by using cartoon movie. This research conducted at the of MTs Nu Sugio Lamongan. There are two research problems formulated here. The problems are as the following: 1) how is the implementation of speaking ability by using cartoon movie in the English Course at MTs NU Sugio Lamongan in the academic year at 2013-2014? 2) how is the students speaking by using cartoon movie in English Course at Mts NU Sugio Lamongan

in the academic year at 2013-2014? Based on the problems, there are two research objective in this study; to know the implementation of speaking class in the English Course of MTs NU Sugio Lamongan in the academic year at 2013-2014, and to know the students speaking ability in the English Course of MTs NU Sugio Lamongan in the academic year at 2013-2014.

### **Research Design**

This research is descriptive qualitative. Descriptive is the form of words, draw, and number, ( Moleong 2004: 11 ) then qualitative research that is perception, interview, or document observation. Methodologies qualitative as research procedure that result data descriptive in the form of words written or oral form human and behavior which can be observed (Moleong, 2004: 4). This qualitative research using natural background, for the purpose interpreting phenomenon that happened and done by way to get involved exiting method. In this research the researcher would be intended to describe speaking ability by using cartoon movie in the English Course of MTs NU Sugio 2013-2014 academic year.

The *subject* of this study is 20 students joined the English course. The data collected through interview and questionnaire. The classroom observation is used in this reasearch. The reaseracher obeserved and noted the pehenomenom systematically, as it has mentioned in the focus of this study. The purpose to conduct interview is to complete the primary data. Interview means a dialogue between and interviewer and interviewee (Arikunto,2002:132). The interview method used in this research it was conducted by the researcher on 2014-05-12. In this research, the interviewer used a list of question prepared to get the information needed.

*The Instruments* in this used by the researcher were tape recorder, interview lists and questionnaire. *Tape recorder* is used by the researcher to record the answer of the respondent during the interview activity was running. It is very useful for the researcher in order to avoid missing answer. In addition it also helps the research to analyze more comprehensively and clearly. *Interview* is to complate the priary data and conducted at the school. *Questionnaire* as one of the instruments that helps the researcher to collect the data by providing some choices for the respondent could choose the appropriate choices from their point of view based on the real condition that they experienced. The questionnaire will be subdivided into response and category.

## **DISCUSSION**

### **Observational Result**

The observation was conducted on 10 August 2014, and the learning process of speaking the researcher came into the classroom, the writer greeted them and they replied the greeting, she asked about student condition and then checked the student present list. Researchers gave the type to talk to each student, the researcher explained the lesson, and researcher gave the media in the form of audio-visual learning. After researchers provide instructional media in the form of audio-visual students were asked to create a synopsis of the theme according to the media that has been provided by researcher. and the students are asked to make inquiries (if the explanation was not clear). As possible related to the presented material then the researcher answered orally, the researcher would explain once more. In analyzing the data, the researcher took same data in the process of teaching learning with three instruments. Those are check list, field note. In this case, check list is used to observed by using field note. The complete data is both activities between teacher and students. Here the researcher did not observe the teaching learning by herself. She ask her friend to help to get the data as a non-participant observer.

To analysis the data, the researcher described the result of observation in the class. In this data the research was the data about teaching learning process, teacher activities, student activities. In the teaching learning process there were three steps they were pre-teaching

activity, whilst teaching activity an post-teaching activity. And of the three treatments or activity the researcher was that into one teaching learning activity.

From the result observation the researcher found the methods used by the teacher in teaching speaking were:

a. Communication Games

Communication games might be one of technique in teaching speaking that can be very successful to motivate the student in speaking practice because the student will be happy and have big motivation to speak naturally. It is designed to prove communication between students frequently. In this activity the teacher should have a student talk to their partner in order to *solve puzzle, draw a picture (describe and draw)* put the things in the right order (describe and arrange) or find similarities and differences between pictures.

b. Discussion

Discussion is very interesting way to teach speaking to the students. It will encourage the students to express their own ideas or opinion creatively. To get the maximal result of discussion, the teacher should choose a interesting and appropriate title in order to the students are not reluctant to give an opinion in front of the class. In addition the teacher should be able to interact the student interest by allowing a new and update problems of discussion. So discussion will be more effective in developing student speaking. In this class the discussion did in group, such as in pair.

c. Role Play

In teaching speaking skill, the teacher can also use role play to train the students to practice their English as if they are in the real situation. The activity can be implemented when the teacher introduce one technique which encourage the students to act as someone else and play his action guided by the scribe of the specific situation. When the teacher taught English Course in MTs NU Sugio Lamongan, he used role play. The kind of role play that are used in teaching English Course at MTs NU Sugio Lamongan are role play vocabulary.

d. Cartoon Movie

In teaching speaking skills Cartoon movie, the researchers use the cartoon movie to improve the students ability in practice the English language, as if they are in a real situation. These activities can be implemented when the researchers introduced one of the techniques that encourage students to learn, observe, read and apply the language skills of students in accordance with the material that is given and can apply according to the imagination of the cartoon movie that has been observed by researchers and students.

### **Result of Interview and Questionnaire**

The interview was conduction on 12 agustus 2014, and the interview was the English teacher of the English course student to obtain the sporting data about the teaching speaking. The result of the interview was as follows. Firstly, according to the English teacher, the approach that was used in teaching English was direct method. Direct method is not new, it is principles have been applied by language teacher for many years. Most recently, it was revived as a method when the goal of instruction become learning how to use a foreign language to communication. The direct method has one very basic rule no translation is allowed. The student learns how to communication in the target language, in order to do this successfully, student should learn to think in the target language. Although the teacher directs the class activities, the student role is less passive. The teacher and the students are more like partner in the teaching learning process.

Secondly, the interview result showed that the technique used in teaching speaking. In the teaching speaking the teacher gave some explanation about the material for example about daily activity. Then, the teacher asked the student to tell everything about daily activities. The student did them in front of the class. Beside the teacher asked to make conversation with other friends to asked about their daily activity. Furthermore, the teacher was interested in the teaching the students thought repetition about the topic so this technique makes the students more interested and understood.

The questionnaire was conducted on 13 August 2014 and the data obtained from the questionnaire was processed the response of the student the teaching speaking to support the data needed to complete the research. Here the students are given some question about their opinion about in teaching speaking. They had been given 10 multiple choice questions (closed questionnaire) and the one opened questionnaire about strong and the weakness of the teaching speaking. The questionnaire had given by the researcher after treatment activity. The result of data in percentage; the following were the result of the student answer in questionnaire that is tabulated in the percentage, that the result was analyzed by tabulating the students answer by using the formula

Table 1: Result of Questionnaire

No	Question	Answer	
		Yes	No
1	Do you like English lesson the English Course?	20	0
2	do you like teaching speaking?	12	8
3	do you have English book?	20	0
4	do you have English dictionary?	20	0
5	do you speak English in the area?	10	10
6	does you teacher given reward to students who answer question?	20	0
7	do your parents give motivation about join English course?	16	4
8	do you like study English speaking by using cartoon movie ?	20	0
9	do you like reading English book?	14	6
10	does your teacher give appropriate book in teaching English?	20	0

## CONCLUSION

### Observation

The observation result showed that process speaking teaching and learning was really useful to stimulate student to speak by using check list, field note, picture and cartoon movie. That was done in every meeting in giving treatments. Check list was used to observe the teacher who was teaching in the class. Field note was used to observe the activity of students when they get the teaching material in the learning process. Besides, the writer also takes some picture of teacher and students activity to support and complete the data. And watching cartoon movie is best media to increase the student's vocabulary.

### Interview

In this researcher interviewed the respond of English teacher of the English course to obtain the supporting data about the teaching speaking. Here the teacher gave some questions about their opinion in teaching speaking. They had given approach that was used in teaching English was teaching learning process. The interview result showed the technique used in teaching speaking. In teaching speaking the teacher gave some explanation about the material for example about daily activity. Then the teacher asked the students to tell everything about daily activities. The student did it in front of the class. Besides, the teacher asked the student to tell everything about their daily activity. The teacher asked to make conversation with the other friends to about their daily activity.

## Questionnaire

The data obtained from the questionnaire was the response of the student. Here the students were given some questions about their opinion about the teaching speaking. They were given 10 multiple choice questions (closed questionnaire) and the opened questionnaire about strong and the weakness of the teaching speaking. The questionnaires were given by the researcher after treatment activity. It described the students speaking ability by using cartoon movie. Moreover the researcher used observation to know the process of teaching learning. The researcher also used questionnaire. That aimed to at knowing the response of the student to the teaching speaking known. Most of the students gave opinion that study English speaking by using cartoon movie can made them motivated and increase their vocabulary.

The conclusion of the research is presented in accordance with the data that have been analyzed in this previous chapter. Based on the result of the study, it can be concluded as the followings.

1. The process of teaching learning speaking can give significant increase to the students speaking ability. They are communication games, cartoon movie, discussion and role play.
2. The result of questionnaire in percentage table, showed responses of student of the teaching speaking like to learn speaking. They said English especially speaking can make them motivated, enthusiastic, and increase speaking ability. Moreover based on the result on student response, they like very much to the teaching speaking by using cartoon movie.

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