**UTILIZING CARTOON VIDEOS**
**TO IMPROVE STUDENTS' SPEAKING SKILL**

**(CLASSROOM ACTION RESEARCH AT THE FIRST GRADE STUDENTS OF SMP N 5 YOGYAKARTA IN THE ACADEMIC YEAR OF 2016/2017)**

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# UTILIZING CARTOON VIDEOS
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## (CLASSROOM ACTION RESEARCH AT THE FIRST GRADE STUDENTS OF SMP N 5 YOGYAKARTA IN THE ACADEMIC YEAR OF 2016/2017)

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## Abstract

The objective of this research was to improve students' speaking skill by utilizing cartoon videos.In this research, the researcher conducted classroom action research which requires four steps, namely: planning, action, observation, and reflection. The research was conducted in two cycles from August 12$^{th}$ until October 2$^{nd}$ 2016 at the first grade students of SMP N 5 Yogyakarta. The data were collected through observation, interview, questionnaire, and test (pre-test and post-test). The research findings point out that (1) cartoon videos improve students' speaking skill, the improvement includes: a) using appropriate grammar based on the context, b) expressing idea fluently, c) pronouncing English words correctly, and d) using various vocabulary. In addition, the students' mean score also improves: 61 in the pre-test, 83.8 in the post-test cycle 1 and 87.6 in the post-test cycle 2. (2) class situation when cartoon videos are used in teaching speaking are: a) the students paid more attention during teaching and learning process, b) students became more active and focus, c) students did all the tasks and directions given, and d) the students became more interested and enthusiastic in joining the class. Therefore, it is recommended to use cartoon videos in speaking class. Since it improves students' speaking skill and makes teaching learning process enjoyable.
Key words: *cartoon videos, speaking skill.*

## Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan *speaking* siswa dengan memanfaatkan *cartoon videos*. Dalam peelitian ini, peneliti megguakan penelitian tindakan kelas yang terdiri dari empat step yaitu: *planning, action, observation*, dan *reflection*. Penelitian ini dilaksanakan dalam dua siklus dari 12 Agustus sampai 2 Oktober 2016 pada siswa kelas tujuh SMP N 5 Yogyakarta. Data diperoleh melalui wawancara, kuisioner, dan tes (pre-test dan post-test). Hasil penelitian menunjukkan bahwa (1) cartoon videos meningkatkan kemampuan speaking siswa, peningkatannya meliputi: a) menggunakan tata bahasa yang benar sesuai konteks, b) megekspresikan ide dengan lancer, c) melafalkan kata-kata Bahasa Inggris dengan tepat, dan d) menggunakan kosa kata yang beragam. Lebih lanjut, nilai rata-rata siswa juga meningkat dari 61 pada saat pre-test, 83, 8 pada saat post-test siklus 1 dan 87,6 pada saat post-test siklus 2. (2) situasi kelas pada saat cartoon videos digunakan dalam pebelajaran speaking yaitu: a) siswa lebih memperhatikan selama proses pembelajaran, b) siswa menjadi lebih aktif dan focus, c) siswa mengerjakan sumua tugas dan instruksi yang diberikan, dan d) siswa menjadi lebih tertarik dan antusias mengikuti pelajaran. Maka dari itu, sangat direkomrendasikan untuk menggunakan cartoon videos dalam kelas speaking. Karena meningkatkan kemampuan speaking sisswa dan membuat proses pembelajaran menyenangkan.

**Kata kunci: cartoon videos, kemampuan speaking**

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**Introduction**

As the other language skills namely; listening, writing and reading, speaking plays a definitely important role in acquiring English competence. This idea is supported by Brown (2001) who says, "Language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language". It means someone cannot be said mastering a language if he/she cannot speak in that language. This term makes speaking as the most important language skill to be taught.

According to *Kurikulum 2013* applied in Indonesia recently, first grade students of Junior High School have to achieve speaking competency accurately, fluently, and well-accepted to interact for daily life context. That why teaching speaking is very important in order to enable students to be able to communicate in English. However, students of Grade VIII of SMP N 5 Yogyakarta still faced some problems dealing with speaking skill. Based on observation in pre-research, the students often kept silent for a while and produced fillers which make their speech go unnatural. Some students were able in arranging sentence grammatically correct. However, some of them were still unable to differentiate the rule of subject, object, and adjective pronoun. Most of the students still had difficulties in pronouncing some English words as a result they often did mispronunciation. Based on the result of pre-research, the factors caused those problems include: the teacher, the students, teaching technique, and media.

According to Byrne (1997: 2) the role as language teacher in the classroom is to create the best condition for learning. Teaching young learners has a special and different technique. The teacher has to be able to adapt to young learners characteristics and lead interesting teaching and learning process so that the students will not get bored and lose their attention in the class. Based on the observation, the teacher tended to use less interactive teaching technique and media. She usually explained the material followed by giving task for the students. This is done continuously as the result students less pay attention when teaching and learning was going on.

Byrne (1997: 2) also mentions five teacher's role in teaching writing; as informant, conductor, as monitor, manager, and guide. As the informant, the teacher should be active since the students probably saying very little, except if the teacher invites them to join. As the conductor and monitor, the teacher's task is to create and provide task; giving each students chance to practice and monitoring their performance. While as the manager and guide, the teacher should make sure that the students use the language to communicate and provide opportunity and provision for them.

In addition, Ur (1996: 120) characterized a successful speaking activity are learners talk a lot, participation is even, motivation is high, and language is acceptable level. To reach successful speaking class, the teacher should apply appropriate technique and media. Brown (2001: 263-270) mentions some principles which teachers must know before deciding technique in teaching speaking. Those principles are: cover the spectrum of learner needs, intrinsically motivating, encourage the use of authentic language in meaningful context, provide appropriate feedback and correction, capitalize on natural link between speaking and listening, and give students opportunity to initiate oral communication.

Besides teaching technique, media also plays great role in determining successful speaking class. The use of media gives valuable advantages in teaching and learning process. This statement is in line with Wittich and Schuller in Pratiwi (2010:17) who say "When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding and the need of individual students,

helping them to set and realize goals and stimulating them to use the information available from educational media"Media is classified into audio, visual, and audiovisual. Audiovisual is categorized as one of the best media to teach speaking since the students not only can see it but also see it at the same time or in short term they see and listen at the same time. One of audio visual media that usually used in teaching and learning process is video. Canning-Wilson (2000: 1) states that video is at best defined as the selection and sequence of messages in an audio-visual context.

Videos are divided into several kinds, and among the videos, cartoon video considered as the closest one to the children or in this case, young learners. It is very entertaining and enjoyable for young learners since it provides audio and visual materials through fun and attractive motion pictures. Cartoon video provides information to eyes and ears which enable students can see communication in action. It also provides good model of pronunciation, accuracy, fluency, and various vocabulary.

The researcher chose cartoon videos as teaching media in conducting this research because they are close with the students' life. Paulson (2013) states cartoon as form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Since cartoon videos are flexible teaching media, they can be combined with some attractive and challenging learning activities. Wittich and Schuller in Pratiwi (2010: 87) mention three advantages of cartoon: for motivation, as illustrations, and for pupil activity. While watching cartoon video, the students are not required to think hardly. It provides good illustration of significant learning point and variety in presentation material. Cartoon is suitable illustration to explain concepts of literature and grammar. It can carry out the concept of grammar through the sound of its moving drawing.

Supporting the above advantages, Gebhardt (2004: 1) says that the activity of using video in a classroom provides the students with current, meaningful and relevant content, and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction. In brief, cartoon video as teaching media can be applied with various teaching techniques and activities.

**Research Methods**

This research was an action research that conducted from August to October 2016 at the first grade students of SMP N 5 Yogyakarta in the academic year of 2016/2017. The subjects of the research were 32 students of Class VII G. The researcher collaborated with her collaborator in conducting the research. This research adopted cyclical action research proposed by Kemmis and Mc Taggart (1998) in Burns (2010: 8) that consists of four stages: planning, action, observation, and reflection.

There were two kinds of data used in this research; qualitative data and quantitative data. The data were collected by using techniques of observation, interview, questionnaire, and test (pre-test and post-test). In the research, the qualitative data were analyzed by using constant comparative method. The quantitative data were gained from pre-test and post-tests and transformed into speaking score by using scoring rubric of speaking adapted from scoring rubric proposed by Ur (1996: 135). Then the mean scores of the students' scores in each test were compared.

**Findings and Discussions**

In conducting this research, the researcher acted as a teacher and delivered the teaching and learning process. Her collaborator observed the teaching and learning process. There were two cycles in this research. In the end of each cycle, the researcher conducted a post-

test to see and measure the students' improvement in speaking. Before implementing the actions of using cartoon videos as teaching media, the researcher conducted a pre-test to measure the students' speaking skill. In this pre-test, the students were asked to speak in front of the class tell their personal identity as if they were a public figure. The results of the students' speaking performance were analyzed and transformed into speaking score by the researcher and the collaborator using scoring rubric of writing proposed by Ur (1996: 135). There were some actions that were implemented by the researcher in the teaching and learning process; 1) using cartoon videos as teaching media; 2) using digital dictionary to train the students' pronunciation ability; 3) providing grammar exercise; 4) giving feedback to students' speaking performance. Some of those actions had successful and unsuccessful effect in Cycle 1. The implementation of cartoon videos as the media was successfully attracting the students' attention in speaking class. Cartoon videos helped the students in imitating the correct pronunciation and speaking fluently. Digital dictionary also worked effectively in improving the students' pronunciation skill, after hearing the pronunciation from the video they were trained to say it correctly guided by digital dictionary.

Providing grammar exercises combined with cartoon videos raised students' interest in learning. They became careful in choosing appropriate grammar when delivering their utterances. However, the students still considered that grammar was a difficult skill to learn. Therefore, the students still had inadequate grammar mastery when delivering their utterances. In addition, giving feedback to the students' performance was effective to make them aware of their mistake as correction for the next performance. Actually there were improvements in cycle 1, the improvements include the students ability in using appropriate grammar, speaking fluently, pronouncing words correctly, and using new vocabularies. However the improvements on grammar and vocabulary are still needed to be improved. Before conducting cycle 2, the researcher and her collaborator make reflection of what have been improved and still needed to be improved in the next cycle. Thus, the research continued to cycle 2 which speaking aspects that became focus were grammar and vocabulary.

In Cycle 2, the researcher provided more cartoon videos as resources for the students' vocabulary. The students were asked to write down new words that they had not known the meaning yet. This activity also made them active search the meaning of the words in dictionary. Besides, the researcher also applied the use of game in the form of board game to train the students' accuracy in using appropriate grammar. The use of snake and leader board game was successfully attracting the students to use correct grammar. Moreover, the researcher also gave them exercise in written form to make them more understand about the rules. During the implementation of cartoon videos as teaching media, the students become more active while teaching and learning process was going on. Besides, they paid more attention than before and also did all the tasks and instruction given. Combination of boar game, written exercise and cartoon videos could improve the students' speaking skill especially grammar and vocabulary. Feedback was given to the students through classroom discussion and question and answer session at the end of the cycle 2. Through the implementation of some modified actions the students' speaking skill improved significantly in Cycle 2. The results of the students' speaking score are presented in the table below.

| Score | Pre-test | Post-test 1 | Post-test 2 |
|-------|----------|-------------|-------------|
| Mean | 61. | 83.8 | 87.6 |

Table 1: The Comparison between Pre-test, Post-test 1 and Post-test 2 Scores

**Conclusions**

Based on the result in discussion above, it can be concluded that the use of cartoon videos as teaching media improve students' speaking skill. According to the students' pre-test and post-tests' score, there were improvements on their score in every cycle. In the pre-test, their average score was 61 then improve to 83.8 in post-test 1, and post-test 2 their average score reached 87.6. The class situation during the implementation of the actions also improved. The students became active in joining the class. They paid more attention during the teaching and learning process. Moreover, they did all the tasks and instruction given. Based on the discussion, the researcher makes conclusion that utilizing cartoon videos improve students' speaking.

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