

JURNAL

PENGARUH FILM KARTUN PADA KEMAMPUAN BERBICARA SISWA KELAS 7 SMP

MUHAMMADIYAH KEDIRI TAHUN PELAJARAN 2016/2017

***THE EFFECT OF CARTOON FILM TO THE STUDENTS' SPEAKING ABILITY AT
SEVENTH GRADE STUDENTS SMP MUHAMMADIYAH KEDIRI ACADEMIC YEAR
2016 / 2017***



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2017**



SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017




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ABSTRACT

Speaking is an interactive process for producing, receiving, and processing. The purpose of the research is to know how students' speaking ability before and after being taught by using cartoon film and to know whether there is any effect of cartoon film to the students' ability. The research used quantitative approach and experimental design. The research was conducted at SMP MUHAMMADIYAH Kediri. The subject of this research was seventh grade students', especially VII C. It consists of 34 students. The mean score of pre-test (48,23) is lower than mean of post-test (59,11). Besides, in analysis of SPSS version 23, the score of t-test was 9,233 at the degree of freedom 33 and t-table 2,035. From the result of this research, it can be concluded that there is a significant effect of cartoon film to the students' speaking ability. The researcher suggests the teacher should be able to help students to be responsible for their task by taking turn to speak and giving responses to the topic given by applying cartoon film in speaking class. The other researchers are expected to conduct better a research about teaching speaking using cartoon film.

KEYWORDS : Cartoon film, speaking ability.

I. INTRODUCTION

Students consider that speaking is difficult and complicated. Students have their own problems to learn speaking. The

problems appear in teaching learning process. Students often do not use English as their language in daily conversation, outside the class and even inside the class.

This condition happens together with some factors that may come up hindering them speaking English. Factors causing the students problem in speaking English have been issue some researchers. According to Peloghitities (2006: 47), Factors which have been conducted on the issue of students low speaking performance indicated that English is highly regarded as the gateway to global market place and finding ways to improve not only the students English proficiency but speaking ability is of most importance.

Teaching media is one of the important things in education. Media are all of physical tools that are able to provide the study and stimulate the students to study. Sadiman (2008: 6) says that teaching media is used in improving or increasing the quality of teaching process. One of the beneficial media in improving students' speaking ability is cartoon film . By applying cartoon film, students can remember the vocabulary without feeling that they are very serious in studying.

Beside that, there are some factors causing the students are reluctant to learn speaking in the classroom come from the students. First, students who lack of vocabulary will difficult to say words during speaking class. Second, students are worried about making some mistakes. Third, most of students have same mother tongue. Harmer (1991: 95) suggests some

reasons why students use mother tongue in class. The first, when the students are asked to hsve a discussion about a topic that they are incapable of if they want to say anything about the topic, they will use their own language.

Another reason is that the use of mother tongue is natural thing to do. Fourth, most of students are not confident to use English in speaking class and they rarely practice with their friends. Finally, students do not have attention and interact in material that is given by the teacher in speaking class because their materials that is given by the teacher are bored, so they need media that can attact their attention and provide comfort in learning speaking. According to Brown et.al. (1977: 2-3), media as tools or physical things used by a teacher to facilitate the instructions.

On the other hand, there is previous research concerning with the problems that cause the students difficulty in speaking, factor that contribute to the students difficulties in speaking English coming from the teachers. According to Tokoz (2014: 1877), most of the students of thought the main problem of their ability to speak English was because of their fear of a limited vocabulary in which students could not describe the expression they would like, and they gave up speaking. This clear of the students statement: "I really want to talk with native speakers in

English but when expressing my ideas I cannot find the correct word at this time so prefer not to talk". In conclusion, the students commonly believed that they could not speak English fluently.

Beside that, factors that contribute to the students difficulties in speaking English coming from the teachers. Tokoz (2014: 1877-1878) states that most of teachers said that their students could not speak English fluently and they got excited while speaking. Their teachers explained that their students did not want to use the language because they were not interested in the topic, so the students did not have appropriate content knowledge.

In order to develop the students speaking ability, teacher needs to create a good scenario to teach target language in an active, exciting, and interesting method because the students must be able to speak English especially students in Junior High School. Nunan and Carter (2001: 21) state that one of the measurements in successful English speaking ability is to carry out conversation in English language itself. So that, the main objective to teach speaking is to increase the students ability to speak in the target language. Moreover, in teaching Junior High School, the teacher must explore the method to teach speaking. The interesting method will make the students more comfortable and lively in the class.

To help the teachers in teaching speaking to Junior high School, teachers may use an interesting media to present their teaching materials that also helps them to create the real-life situation. One of media is Cartoon Film. According to, Titi (2007: 1), Cartoon Film is a film produced by photographing a series of gradually changing drawings, etc, which give the illusion of movement when the series is projected rapidly. Manser (2000: 59) also said cartoon is amusing drawing or series of drawing in a newspaper; film made by photographing a series of drawing; person who draws cartoons.

Many students like cartoon film to be used in teaching because it is interesting, challenging and simulating to be watched. Cartoon Film as audio visual aids is beneficial for students and teacher in English language teaching. According to Gilbert (2009: 6), there are some key benefits of using cartoon film. First, clear and easy to understand. Second, produce in pure English, the English words and sentences are full by the linguist experts and educators and choice of words to suit our students speaking study. The third is contain many dialogs and vocabulary with familiar story completed by nice pictures, colors, and sounds fourth, teachers do not need to talk a lot in explaining the teaching materials that are being presented. Fifth, the materials can be printed as needed. The

last, data can be stored in the form CD or flash, so it can be taken everywhere.

By using cartoon film, the students can understand language components such as pronunciation, vocabularies, grammar, and spelling more easily. According to Pande (2008: 1), many teachers like to use cartoons as devices to stimulate conversation. The facial expressions of cartoon figure may inspire students to interpret the thoughts behind the expressions and inspire students to interpret the thoughts behind the expressions and the story implicit in cartoons provides the students with something to describe or narrate. Generally, it is best to show cartoons with captions or strips without dialogue, so that the student can supply his own interpretation. Teacher can trace a cartoon from a certain source, eliminating all the words and reproduce it in multiple copies for classroom use only. The students can either describe the story or create dialogues that fit the illustrations.

Learning by watching cartoon film, it can change the students opinion about English as a difficult subject become English is an easy and interesting subject. Next, it leads to improve their interest infollowing English class because they will get an entertainment by watching the cartoon film. Therefore, using in the teaching learning process is an alternative

way that a teacher can apply in the classroom because cartoon film can help the teacher to motivate students in the teaching learning process. Stempleski (2002: 364), states that the teacher is there to choose appropriate squence, prepare the students for the viewing experience, focus the students attentaion on the conten, play and replay the cartoon film as needed, design or select viewing task, and follow up with suitable post viewing activities. That is why finding an appropriate media is important for teacher especially in teaching speaking.

The problems appear in teaching learning process. Students often do not use English as their language in daily conversation, outside the class and even inside the class. There are many some factors causing the students are reluctant to learn speaking in the classroom come from the students. First, students who lack of vocabulary will feel difficult to say words during speaking class. Second, students are worried about making some mistakes. Third, most of students have some mother tounge. Forth, most of students are not confident to use English in speaking class and they rarely practice with their friends. Finally, students do not have attention and interact in material that is given by the teacher in speaking class. Not only that, there are also some factors come from the teacher cause the students are reluctant to

learn speaking in the classroom. These are conventional method, teacher's motivation, limitation time. Beside that, vocabulary, grammar, pronunciation and comprehension are the basic problems faced by the students when learning speaking.

To help the teachers in teaching to junior high school, teachers may use an interesting media to present their teaching materials that also helps them to create situation. One of media is cartoon film. Cartoon film is beneficial for the students and teacher in English language teaching. Many students like cartoon film because it is interesting, challenging and stimulating to be watched.

II. RESEARCH METHOD

The research used quantitative approach and experimental design. The research was conducted at SMP MUHAMMADIYAH Kediri. The subject of this research was seventh grade students', especially VII C. It consist of 34 students. The students were given pre-test,

In this research, the researcher use pre-test, treatment and post-test to collecting the data. The ctivities will be as follow:

a. Pre-test

At the beginning of the learning process, the two classes are tested. The pre-test is given to know how far students speaking ability before being taught using

cartoon film. For the first test, the students are asked to describe about their description themselves. Each students is given time duration for 5 minutes to talk about it.

b. Treatment

After giving pre-test, the researcher show the cartoon film about description about someone and students to watch the video about description it. While wathcing the cartoon film, the researcher asks students to understdnd it because the theme will different from pre-tet before. The researcher will give some examples of description in form of piece of paper in order to enable them to learn and practice it before post-test. The researcher uses the result of this pre-test to know how far the students speaking ability before being taught by using cartoon film. Then the researcher gives score of the test and the test measure students pronunciation, fluency and accuracy.

c. Post-test

After the students get treatment, the researcher asks the students to practice about their description about their favorite idol one by one in front of class. Next, researcher gives the score to them while practicing it. The researcher uses post-test to know he final result students speaking ability after being taught by using cartoon film.

III. FINDING AND CONCLUSION

Before doing the experiment in SMP MUHAMMADIYAH Kediri, knowing the condition of teaching learning process was required. The students were low in speaking because of some factors, such as lack of vocabulary, worried about making mistake, some mother tongue, unconfident and there is no student attention and interact when the teacher gave materials, so it could make students bored and passive. Because in speaking they should get score. In speaking it has 3 categories which students should get. These categories can measure their ability in speaking. Their ability in producing words is needed very much. It can make produce fluent speech without any mistakes.

The subject of the research was the seventh grade students of SMP MUHAMMADIYAH Kediri. The class considered of 34 students. The pre-test was done on 9 of Mei 2017. In the pre-test, the resarcher ask each students to description about themselves. It was held maximum 5 minutes. The researcher limited the topic of pre-test in order to measure the students' speaking ability before being taught by using cartoon film. The test was given in the first meeting before being given treatment and there were two testers which examined pre-test. The total pre-test scores of VII C grade was 1628.

After giving treatment to the students by using cartoon film, the students were more confident when they were practicing in front of class. They were also more active to join the activity of teaching learning process and had responbility when they were sharing their idea with others.

To measure how well the students speaking skill when cartoon film was applied in teaching speaking, the researcher gave post-test to the students. It was conducted on Friday, Mei 19 2017. The researcher designed the post-test as same as the pre-test, but different topic. In the post-test, the researcher asked the students to description about their favorite idol in front of class.

Post-test was conducted to measure the students speaking ability after being given treatment. The total score which was followed by 34 students was 1998. So, it could be concluded from total score of pre-test (1628) and post-test (1998), the score of post-test was higher than pre-test. It means that score of studednts was increasing.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	48.2353	34	9.47125	1.62431
	Post-Test	59.1176	34	6.97802	1.19672

From the Paired Sample Statisticc table, it showed the mean of pre-test is 48,23 with standard deviation 9,471 and

standard error mean 1,624. The mean of post-test is 59,11 with standard deviation 6,978 and standard error mean 1,196. The number of participants in each test (N) is 34.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	34	.689	.000

From Paired Sample Correlation table score, the output showed the data before and after being taught using cartoon film is 0,689 with significance value (sig.) 0,000. It means there is any correlation between students' speaking ability before being and after being taught using cartoon film.

Paired Samples Test							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair1 Pre-Test-Post-Test	-10.88235	6.88006	1.17992	-13.28292	-8.48179	-9.22333	.000

From Paired Sample Test table above, it showed that t-test is 9,223 and t-table with degree of freedom 33 is 2,035 at the level of significance of 5%. It means t-test is higher than t-table ($9,223 > 2,035$) and sig. (2-tailed) from table is 0,000 with the level of significance of 5%. Because of t-test is higher than t-table and sig. (2-tailed) t-test is lower than level of

significance of 5% ($0,000 < 0,05$) it means H_0 is rejected. So, it can be concluded that the result of this research is very significant or there is very significance effect of cartoon film to the seventh grade students' speaking ability of SMP MUHAMMADIYAH Kediri. The means differences between pre-test and post-test is -10,882, because the mean is negative, it means that the mean score of students before being given treatment is lower than the mean score of students after being given treatment.

After analyzing the result of the data using SPSS version 23, the researcher got the data about students speaking ability score that had been taught by using cartoon film compared to the score before being taught by using cartoon film. From the table 6, it has shown that the students post-test scores in speaking ability are higher than the students pre-test scores. The means of pre-test score is 48,24, while the means of post-test score is 59,12. It means the students speaking ability is increasing after being taught by using cartoon film.

It is also supported by the data analysis in the table 5 that the score of t-test (2,035) which is higher than the score table (9,233) at the degree of significance 5% and the significant level of 0,0000 is lower than 0, ($p < 0,05$). From this result, the researcher concludes that there is significant effect of video to the seventh

grade students speaking ability of SMP MUHAMMADIYAH KEDIRI in academic year 2016/2017.

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