ANIMATED CARTOON FILM DISCUSSION: ROLE IN IMPROVING SPEAKING SKILL

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Abstract

This research tends to investigate how to improve students' speaking through cartoon film based-discussion. The study was conducted at SMA Muhammadiyah 3 Jember. The research subjects include 10 male and 22 female students. During the implementation and data collection, English speaking test was used to measure students' ability. From the test result, cartoon film based-discussion was very effective; there was a significant increase in student's speaking skill (M=76.09 in the first Cycle to M=77.28 in the second Cycle) and students' active participation (76.56% - 79.68%). This leads to conclusion that cartoon film based-discussion can improve students' speaking and active participation by three main factors; First, they can discuss about particular topics in the discussion before taking the Speaking test. Second, cartoon film succeeds to stimulate students' mind in collecting vocabularies during watching. Third, students' grammar and pronunciation are also increased because they are accustomed to the structure of English subtitle provided in the movie.

Keywords: *Speaking skill, Cartoon film, in-class discussion.*

INTRODUCTION

Tatham & Morton (2006:273) earlier in their research found that people can understand a language but can barely speak in it. This also applies in non-English speaking country. Senior high school students in Jember experience difficulties in speaking and believe that English is difficult to master. This due to monotonous and inapropriate teaching technique used by the teacher that lead to low motivation in learning (Werdiningsih, 2017&2018).

Based on preliminary study that was done through an interview process with the English teacher, it was found that students experience problems mostly on grammar and vocabularies. They do not know how to apply grammar and structure and have a hard time finding proper vocabularies in constructing simple sentences. This could be

the main cause of the low speaking achievement. Teacher should come up with new, brilliant ideas that can motivate students and attract their active participation during classroom hours.

From the observation, students in SMA Muhammadiyah 3 are actually interested in in-class discussion and seems quite active when they have Focused Group Discussion. Most of them also love to watch movies and cartoons. The researcher tried to combine these two factors by providing cartoon with English subtitles so it will be easier for students to understand the vocabulary and held a discussion later based on the cartoon they have watched.

Cartoon offers a wealth of possibilities and effect of exposure on language learning (Hammer, 2007; Doring, 2002). Further in the study, Doring explains that students who watch more cartoons tend to actively produce spoken language and are interested participating in some discussions. Those discussions run quite well as the students participate without any doubt feelings. It causes them to feel more confident to and create a good atmosphere for learning activities in class. By watching cartoon films as teaching media, the students easily to get new idea to speak up and deliver their argument on the discussion

This research aims to investigate how the use of Cartoon Film-based Discussion can improve students' speaking and active participation. In this research, two terms are defined operationally. They are Cartoon Film-based Discussion and student's creativity in English speaking.

a. Cartoon Film-Discussion

Cartoon Film Discussion triggers the students to stimulate their idea and reveal the opinion without any doubt feelings. When watching the movie, students have to underline the main ideas, discuss difficult vocabularies listed in the subtitle, and retell the main idea based on their own creativity. It will help raising students' active participation by discussing a particular topic based on the cartoon film they have watched before.

b. English Speaking Skill

In this study, students' speaking skill is monitored from some aspects covering fluency, grammar, vocabulary, and content.

STEPS OF CARTOON FILM DISCUSSION

Abuzahra, Farrah & Zalloum (2016:240) mentioned that there are some following steps/mechanisms in using Cartoon Film Discussion for teaching speaking:

1. Preparation

Teacher has to prepare the topics for the cartoon film that is going to be assigned for students. They have to understand that the film's content is integrated to the aim of the lessons. In this level, students must link the ideas to their surrounding environment and be involved to the context of the film.

2. Bridging

Teachers have to make sure that students analyze word selection, motion, general appearance of character or scene, characters' speech, and tenses used while watching the animated cartoon. Students observe the vocabulary list and write keywords that will construct the main concepts. If students find a word they never heard before, they should guess the ambiguous word meaning while analyze the facial expression or motion attached to the spoken language. They should also guess words meaning thru group discussion, ask partners about it, or look for that word after the movie ends, if they fail to interpret the meaning individually. The main point is, students can bridge between their prior experience in real life and knowledge they receive from animated cartoon.

3. Argumentation and Discussion

The concept of animated cartoon in Focused Group Discussion should enhance both argumentation and discussion. During the discussion, students must compare the concepts from the animated film to a real-life experience. They should accept and respect others' point of view and opinion, in order not to transform the discussion into argumentation. Animated-cartoon enable students have argumentation in informal setting. Students need to negotiate expressions in pragmatic functions, study tenses usage, examine words selected, and relate music, body language and movements in order to strengthen their opinion.

4. Exhibition

Students need to present their conclusion after constructing concepts or knowledge about the animated cartoon. Next, they have to transfer vital phrases, key words and concepts they gained from the animated cartoon into presentation. For example, if a student wants to present an animated cartoon about "The Ant and the Grasshopper" teacher has to make sure and require him to select proper words and analyze the content needed. Students have to be selective of observing the layout and format, vocabulary and phrases, and aware of the grammar used.

5. Reflecting

6. Students are required to respond to the animated-cartoo and reflect it in language classroom by writing a reflective paper or in oral discussion based on their experience of watching.

They need to elaborate further the concepts they have constructed earlier, persuade other students on their ideas and mechanism they use in order to have mutual perspectives or concluded concepts.

RESEARCH METHOD

The study is a kind of Classroom Action Research which aims to know how cartoon film discussion can improve students' speaking. According to Arikunto (2009:3) classroom action research is an observation to the learning activity which intentionally appeared and happened in a class together.

Classroom action research with the cycle model is conducted to improve student's speaking. Researchers and English teacher collaborate to identify and define the research problem. According to Lewin (1990) action research in cyclic process covers the following activities: planning, acting, observing, and reflecting.

Planning is the first stage where instructional materials are prepared and lesson plans are constructed. The Action stage is where the implementation of the lesson plan is done. The observation is done together with the action stage. In the end, reflection is implemented. If the first cycle failed, the research will be continued to the second cycle.

The research design above would be described as follows:

1. Finding out same documents to gain the supporting data about the students' previous speaking score.
2. Determining the problem in teaching speaking that need to be solved through this classroom action research.
3. Planning the action by constructing the lesson plans for the first cycle done in two meeting (lesson plan 1 and lesson plan 2).
4. Implementing the action in the first cycle which is teaching speaking using snowball throwing method.
5. Observing the classroom while implementing the action in the first cycle.

During the speaking test, students talk about their daily activity. The scoring aspects cover fluency, grammar, vocabulary, and pronunciation. Teachers may adjust the proportional weights of each assessment item according to the objective of a program.

RESULT AND DISCUSSION

The study was conducted in class X Bahasa of SMA Muhammadiyah 3 Jember. There were two meetings in each cycle for implementation and there is also one for conducting speaking test. The researchers and English teacher discussed how to implement animated cartoon film discussion and when the action should be conducted.

The next step is choosing the topic suitable with the material and selecting material based on the curriculum for students. After planning the action, doing observation was the next step in the cycle to collect the research data. For the data collection, checklist paper was used as the research instrument during the observation.

To monitor the students' activities dealing with animated cartoon film Discussion in the classroom, checklist paper is used. This is done by the English teacher /collaborator. While the researcher was teaching and conducting film-based discussion, the English teacher observed the process.

There were four indicators observed;
1. Asking questions;
2. Paying attention;
3. Answering question;
4. Actively involved in discussions

The students are considered active if they fulfill three out of four indicators. The reflection was done after calculating the score of speaking tests by using animated cartoon film based-discussion method during the process. There was an improvement for active participation from 76,56% in Cycle 1 to 79,68% in Cycle 2. The number of passive student decrease from 23,44% to 20,32%. See table below.
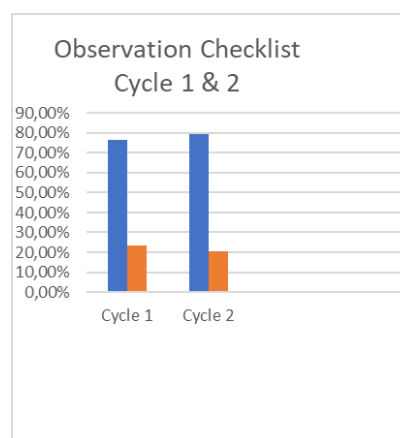
Based on the result, researcher succeeds to prove that there was an enhancement in speaking through cartoon film-based discussion. On the first cycle the mean score is 76.09 and the second cycle is 77.28.
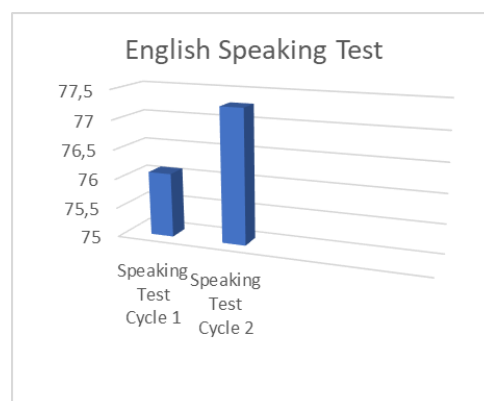
In sum, this method is considered appropriate in improving student's English-speaking mastery.

CONCLUSION

After observing the research result and data analysis, the researcher refers back to the research problem and lead to conclusion that the use of animated cartoon film based-discussion can improve the speaking skill of class X Bahasa of SMA Muhammadiyah 3 Jember through some steps:

1. underline the main ideas, discuss difficult vocabularies listed in the subtitle, and retell the main idea based on their own creativity

2. analyze the word selection, motion, general appearance of character or scene, characters' speech, and tenses used while watching the animated cartoon. Students observe the vocabulary list given by their teacher and write keywords that will construct the main concepts.

3. Students need to negotiate expressions in pragmatic functions, study tenses usage, examine words selected, and relate music, body language and movements in the animated cartoon in order to strengthen their opinion.

4. They need to elaborate further the concepts they have constructed earlier, persuade other students on their ideas and mechanism they use in

order to have mutual perspectives or concluded concepts.

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