

TEACHING SPEAKING THROUGH RETELLING STORIES OF CARTOON MOVIES AT JUNIOR HIGH SCHOOL

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Abstract

This paper discusses a learning medium, especially for English language teaching to Junior High School students through retelling stories of cartoon movie. By using this media, it can be one of the exciting activities for bringing students interested in learning English with confident. In this activity, students are able to convey his ideas and all students obtain the same opportunities to speak at every meeting. Its activities are oral activities that relax, happy and fun. This Instructional media is expected to be useful for English teachers, so that they will enrich the teaching of speaking techniques. It is also for the students are expected to be able to improve English language skills, motivation and self-confident, and loving the English language in school and outside of school.

Key Words: movie, media, siswa smp

A. Introduction

Speaking is one of the important skills that should be mastered by the students besides three other skills in learning a language. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. It means that speaking requires a lot of more power when it performs in public. Through speaking people could express and deliver feeling and ideas directly. They make speaking be more natural than other form of communication. However, to speak well is not easy because someone who wants to speak should be able to give understanding to people who listen to them and express their ideas.

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Based on Kurikulum Bahasa Inggris, KTSP (2006), English is firstly taught to learners as a local curriculum lesson since elementary school. In this stage learners began to introduce with four basic skills of English in the simplest way such as introduced them with it vocabulary, how to communicate with it vocabulary, learned to read, etc; which all of those are important to mastering English. Then, for the junior high school stage, English is taught to achieve the functional stage that learners will be able to communicate in written and orally. And to the next step that will be explain further in this paper, the senior high school learners will be taught English to achieve the informational stage that they will be able to access knowledge with their language capability.

Speaking is an oral communication which is used more by people in their social community. Through speaking people can express their thought, idea, and feeling to others. Clark (1997) says that speaking is fundamentally an instrument act for communication. The aim of speakers to do speaking is in order to have some effects of their listeners. Speaking is very crucial for people in sharing their ideas, opinion, or feeling to others. The speakers try to use the effective way to do speaking, so that the listeners can understand what they mean. To create a successful communication or interaction, the listener also has to pay more attention and listen carefully in order to be able to understand what the speaker say.

According to Morris (1980) speaking is a natural means of communication which is used by people to interact in their community. They have the same kind of language to build understanding each other. Not so different from other opinions, Morris concludes that with language people can express their thoughts as a form of social behavior. Speaking delivers message through oral production. Moreover, he adds that speaking skill has very close relationship with other elements such as pronunciation, grammar, vocabulary, comprehension and fluency. So that people will be able to speak well if they masters all the elements related to speak.

In teaching Junior High School Students, teachers have to consider their background knowledge. In this case, Students still want to play in learning English. They need a kind of situation that is interesting and fun which can motivate them to study. Based on what the writer were searching at school, teachers still use the “classic way” in teaching and learning process which is monotonous and boring. They lack of creativity in improving their technique. Moreover, they are lazy to use some tools or media to support their teaching. As a result, the atmosphere of the class is so flat even bad. It can also influence interest of the students and it can cause boredom among class.

B. Discussion

In order to solve the problem above, it is important to find effective and innovative ways to improve the students’ interest in speaking in order to improve their speaking ability. Junior high school students tend to love such kind of cartoon movie in their age. Because of that the writer tries to propose *Retelling*

Stories from Cartoon Movie to improve Junior High School students' speaking ability. *Retelling Stories from Cartoon Movie* is a good strategy in teaching speaking because this activity is very interesting to students because they are going to watch movie first and after that they are supposed to speak in front the class after watching that cartoon movie. In this activity the students have to be focus while watching the movie before they get a chance to retell the stories in front of the class. However, this kind of activity is doing in group because that cartoon movie consists of some characters. It gives maximum language practice and the students have opportunity to see how effective they can communicate in English. The students also feel enjoyable while studying because the activity is watching a movie and the students also feel fun.

1. Preparation

A. Teacher's preparation

A teacher has to do many things in preparation stage before he or she comes to the class at home in order to make learning process run well. In preparation, the teacher prepares all of the things needed for teaching such as lesson plan, cartoon movie and the script cartoon movie. Besides, the teacher also needs to motivate the students ready in speaking. If they are not, the learning process will not run well. In teaching speaking through retelling stories of the cartoon movie (*finding nemo*), the students are told to watch the movie at home before they retell the stories in the class. Then, the teacher asks them to make some notes about what they watched. Why the teachers also ask them to make some notes because it can help them in order to remember each part of the stories. It is also kind of preparation for them before going to speak. It means the students need to write to make them prepare to understand the story based on the movie. So, both teacher and the students have their own preparations before learning in the classroom.

B. Implementation

1. Pre teaching

The teacher prepares the students' physically and psychologically to follow the process of learning. Besides, the teacher asks the students several questions related to the new topic. In this activity, for the first step teacher asks them several questions related to the movie because the students have been asked in the previous time to watch the movie at home. The teacher asks whether the students

2. Whilst teaching

This activity is the continuation from pre-teaching; the teacher plays one of the parts of the movie about five minutes duration of the movie itself. Students have

to watch and listen carefully. They also can take a note of the part of the movie before do the conversation.

Teacher show one part of the movies:

MARLIN: So, Coral, when you said you wanted an ocean view, you didn't think that we we're gonna get the whole ocean, did you? Huh? [sighs] Oh yeah. A fish can breathe outhere. Did your man deliver or did

CORAL: My man delivered.

MARLIN: it wasn't so easy.

CORAL: Because a lot of other clownfish had their eyes on this place.

MARLIN: You better believe they did--every single one of them.

CORAL: Mm-hmm. You did good. And the neighbourhood is awesome.

MARLIN: So, you do like it, don't you?

CORAL: No, no. I do, I do. I really do like it. But Marlin, I know that the drop off is desirable

After that, teacher asks the students to perform or speak in front of the class after they watch it. They can do the conversation the story with their chair mates. The activity that students have to do is to repeat as what the two of characters of say on the movie. In this activity, the teacher also motivates the students to be active, and gives enough chance to be initiative, creative, and independence. At this time, there are three phases that are appropriate to the students' characteristics.

a. Exploration

If in pre-teaching the teacher gives some questions to attract students' knowledge about the finding nemo cartoon movie. In this process, teacher needs to inform the students that in retelling stories can use they own words. It means, the students can retell the story based on their understanding. Before the students retell their own stories, the teacher guides the students or accompanies them when they are retelling the stories. Here, the teacher gives a time to the students so that they can prepare themselves to be ready to retell the story. The teacher gives some steps on how to retell it.

i. First, the teacher shows the next part of the movie which is content with the script. Students can make the story on the paper based on what they have been watched or heard. It will help them to remember or before they have to speak in front the class. At this stage, if students still cannot catch the content or cannot get anything, teachers have to repeat the part of the movie or show it again to the students.

ii. Second, teacher requires the students to prepare themselves. Here, students have a time to practice their speaking by themselves or speak with their chair mates before perform in front the class. Here, the students have to retell the story to his or her chair mates first.

iii. Next, teacher is going to give another exercise or show next part of the movie with content of long conversation. Here, the students have to be focused and give much attention because they will watch and listen with more duration of the movie before they perform in the class.

b. Elaboration

In this activity, the students have to be ready in order to do the conversation or retell the stories. There are some students that are chosen by the teacher or even volunteers that perform in front of class.

c. Confirmation

In this phase, teacher can give some appreciations for the student who can retells the stories such as by giving a gift, additional mark, or even achievement orally. In contrast, the teacher should motivate the students who do not participate or are passive in learning process. It is expected to increase the students' motivation and self confidence. Besides, the teacher also discusses about all of the students mistakes and makes correction of it.

3. Post teaching

In this activity, teacher and the students conclude about the lesson and the teacher asks the students if they have some difficulties in retelling stories speaking, they can solve it together. Besides, the teacher also might tell about their opinion of the learning process of the day. Next, the teacher tells the students about the new topic for the next meeting. Then, the teacher closes the lesson.

C. Conclusions and Suggestions

In the implementation of “Finding Nemo” cartoon movie in through retelling stories consists of three stages: pre- teaching activities, whilst- teaching activities and post- teaching activities. In pre- teaching, the teacher asks several questions and shows some media related to the topic and tells the students about the objective that should be reached. In whilst-teaching, the teacher needs to teach the students to speak in order to reach the objective. In this activity, it consist of three processes that should be done, they are : exploration, elaboration, and confirmation. In exploration, before the teacher asks the students to speak about the stories , the teacher needs to explain they can use their own words to retell the stories to make them enjoy to speak. After doing some exploration, the teacher needs to elaborate the students' performance that is in elaboration phase. At this point, the students finish their performance and both teacher and the students discuss it together in order to know the mistakes. The next phase is confirmation. In confirmation, the teacher discusses all about the students' mistakes of their performance. At this time, teacher can give some appreciation for active students who have much participation. The last activity is post-teaching where the teacher

may ask the students if they still having some difficulties of the lesson. Then, teacher and students conclude the lesson. Hence, it is hoped by using this technique the teacher can get many positive things in teaching speaking.

First, in the implementation of teaching speaking through retelling stories from “Finding Nemo” cartoon movie, the teacher is suggested to make her or his students understand about the stories first. So, they can follow the learning process well. Second, the teacher should guide the students while they are doing their work to make them easily do it. Besides, the teacher also needs to give some examples to the students in speaking based on one life story of the characters in “Finding Nemo” cartoon movie. Third, the teacher should give the students opportunity to be interactive in learning process. It means, while the students are getting some difficulties, they are free to ask to the teacher to make it clear and to make them understand.

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