



TEACHING SPEAKING BY USING SHORT CARTOON MOVIES TO SENIOR HIGH SCHOOL STUDENTS

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Abstract

Speaking ability is very important in English learning to make it easier for someone to exchange information or ideas with others. However, there are still many high school students having problems in speaking. Therefore, the teachers' teaching techniques should consider increasing students' motivation, confidence and maximizing speaking activities in the classroom. The use of short cartoon movies is one of the teaching techniques to help teachers tackle the problems. In this technique, students will watch a short cartoon movie based on the topics to be studied. After discussing the events in the movie, the teacher will lead students to be able retelling the movie in pairs in front of the class. By using this technique, students can increase their confidence to speak, reduce boredom due to the use of interesting media and also to improve their behavior through moral values in the story.

Key words: Speaking, Short Cartoon Movies

A. INTRODUCTION

Speaking is one of the important skills in English subject. It is because someone's ability to use a language is seen from his ability to communicate orally. Tarigan (2008) said that speaking is the ability to articulate sound or some words to express, state and convey ideas from one person to the other person through the oral form. It means that by mastering speaking skill people can easily express what they feel, what they learn, and what they want to the others.

Brown (2000) said that senior high school students have automaticity to process new materials. They formally have learned English for three years since junior high school. Thus, they have basic knowledge about English. This existing knowledge helps them to get new knowledge. They can also find more information in many available sources to learn English such as books in the

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library and internet. Because of these reasons and also the importance of speaking skill, teaching speaking is an obligatory for senior high school students.

In the Curriculum 2013 especially in speaking skill, it is expected that the students can talk a lot, actively participate in speaking activities by using acceptable level of language accuracy and also have a high motivation to speak. In fact, there are still many students have difficulties to be fluently English speakers. It is because there are some problems faced by both teachers and students in teaching and learning process of speaking skill.

Based on the writer's experience in teaching English, there are some problems in teaching speaking to senior high school students. First, the students do not want to talk or say anything in English. Students feel shy to talk in front of other students, teacher and their peers. It can be caused by their lack confidence and speaking anxiety. They are afraid to be mocked if they make mistakes while speaking. They also worry to say something wrong when teacher asks them to express their opinion in English.

The second problem is that the students keep using their own language. Richard (2008) said that the students prefer to use their native language rather than English to perform classroom tasks because they have lack of vocabulary and do not have enough knowledge of grammar and how to pronounce English words. They want to communicate something important, so they use language in the best way they know. The students also think that they better use their native language because they do not want losing their face in front of their peers.

The third problem is limited time to practice English. In fact, the students are only involved in English when they are at school. They cannot learn and use English to communicate like they can practice their first language in daily life. Sometimes, the school programs such as English club and English day are not effective because only a few students participate in those programs.

The fourth problem is the materials do not fulfill the need of students. Smith (1983) in Freeman (1999) has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused and bored. In addition, the materials given by the teacher also do not appropriate and fit them, sometimes higher or lower than the students' level.

The fifth problem is uninteresting teaching media. Irsyad (2013) said that the learning process seems monotonous and boring because the teacher only uses book or a piece of paper as a media. The students will not pay attention to the lesson given, just talk with each other, play game and make some noises when the media the teacher used does not engage students' interest. The students will also get bored and show it by disruptive and loud outburst.

Considering the previous problems, English teachers have to find the appropriate and interesting technique and media to teach English. One of the teaching techniques that can motivate and engage learners' interest in teaching speaking is by using short cartoon movies. Teaching speaking by using short cartoon movies is the technique in which in the beginning, the teacher will play a short cartoon movie related with the topic while the students observe it. After discussing the video, the teacher will give the text of the story to the students and discuss it together. Then, the teacher divides the story into two parts. The first part of the story will be told by the first student and the rest of the story is for the second student. At the end, in pair the students retell the story in front of the class and other students give their comment about the performance. There were some researchers which had been conducted related to the game in teaching speaking. One of them was Agustia and Amri (2013) who were conducted the use of Tic-Tac-Toe Game at Junior High School.

Based on Cambridge Advanced Learner's dictionary, cartoon is a film made using characters and images which are drawn rather than real, and which is usually funny. Roesky (2008) said that cartoon movies as audiovisual media have significant advantages in teaching learning process especially in language teaching. It is interesting and has purposive communication. Moreover, when such audiovisual materials as slides, movie strips, overhead transparencies and motion pictures (movies) are carefully prepared, they can increase understanding, add interest to a subject, lengthen the memory of information, teach a skill effectively, contribute to a desirable attitude, stimulate people to action and offer experiences not easily obtained in other ways.

Harmer (2001: 207) defined pair work as "a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading." Based on Farida (2011) there are four main advantages of paired work: increasing students' talking time to practice English, developing cognitive and social competence, more fun and providing the teacher with many opportunities to observe students.

According to Taylor (2000: 16), retelling a story relates tales to one or more listener through voice and gestures oral telling tends to use much simpler language. Ellis and Brewster (1991) said that there are many reasons why stories are necessary in teaching foreign language to students. They stated that listening or retelling a story can develop listening skills, acquire new vocabulary, involve communication exchange, more motivate, stimulate and develop the imagination.

Therefore, the writer proposes to use short cartoon movies in teaching speaking to senior high school students. This technique is appropriate to develop students' abilities in the foreign language especially speaking skill, improve their motivation and self-esteem and also behavior that they can get from moral values

of the story. Thus, if this activity is applied in teaching speaking, it is expected that the students can improve their speaking skill as well as their social competence.

B. DISCUSSION

Preparation must be done by the teacher before coming into the classroom. By having good preparation, the teacher will be able to manage the classroom activity and minimize mistakes so that the teaching and learning process can run well. One of them is making lesson plan supported by preparing material and media that are used. Based on Curriculum 2013, the lesson plan consists of core competences, basic competences, indicators, objectives, learning materials, learning models, media, teaching and learning activities and evaluation. Then, the teacher comes to the procedure of using short cartoon movies in teaching speaking.

Teaching and learning process in senior high schools is covered by three steps: pre-teaching activity, whilst-teaching activity, and post-teaching activity. The stages are explained as follows:

1. Pre-Teaching Activity

Pre-teaching activity is the opening of the teaching and learning process. In this stage, the teacher greets the students and prays together with them and then checks students' attendance. After that, the teacher leads the students to do brainstorming by asking the students questions to recall the previous lesson; it can also help the teacher to make sure that the students are ready to study. The teacher also gives motivation by telling them the goals of the lesson and competencies that should be reached by the student at the end of the lesson. This pre-teaching activity spends time about 10 minutes.

2. Whilst-Teaching Activities

There are five phases that should be done by the teacher in whilst-teaching activity. They are: observing, questioning, exploring, associating, and communicating.

a. Observing

In this activity, the teacher builds the students' background knowledge and engages students' interest by showing a short cartoon movie about the Legend of Paul Bunyan. The teacher allows students to watch the video which has duration around 17 minutes and asks them to pay attention to each event happened in the story.

b. Questioning

In this activity, the teacher allows students to ask some questions related to the video. It can be the unfamiliar words heard in the video or the event that is not understood yet. Also, the teacher may give

questions about video in order to recall students' memory and to ensure students' understanding about the information.

c. Exploring

In this activity, the teacher gives the text entitled “The Legend of Paul Bunyan” to the students and puts some pictures related with the events happened in the story on the board. Here, the teacher retells the story of the movie by using those pictures to make sure the students understand the story and also to give a good model of storyteller. It is helpful to motivate and encourage students to be better before they are going to retelling the story. Before retelling the story, the teacher asks the students to find difficult words in the text and discuss its meaning together.

After the teacher retells the story, she divides the students in pair to discuss and analyze about the definition, social function, generic structure, language features and moral values of the text. The students will be given time around 15 minutes to search and explore the information from sources such as handbook or internet. In this activity, the teacher allows the students to find the information by themselves so the teacher does not tell them about the generic structure of narrative text. It is useful to help the students remember the information longer because they find it by their own efforts and without any help from the teacher. Here, the teacher only guides the students and correct them if they make mistakes.

d. Associating

In this activity, the students are asked to check and evaluate their discussion by changing it with other pairs. Each pair will tell their opinion about their friends' work. The teacher also gives feedback by checking the result. From the text, the teacher then explains the social function, generic structures of the text and also the language features which exist in the text. It is done to make the students understand the material and the story better.

After that, the teacher asks the students in pair to prepare their performance retelling the story in front of the class. The students are given time around 10 minutes to prepare it by making an outline about the story so that they can retell the story easier. The students may also use the pictures on the board as the media. The teacher tells the students that the first speaker will open the performance and retell the story from orientation, the first event and the third event. The second speaker will continue the story from event 4 until resolution, tell moral

values of the story and close their performance. The teacher also guides the students about how to open and close their performance.

e. Communicating

In this activity, the students in pair present their story in front of the class and other students will give comment about their friend's performance to improve their critical thinking and speak actively in the class.

C. CONCLUSIONS AND SUGGESTIONS

Using short cartoon movies is an alternative technique in teaching speaking to senior high school students that the students watch a short cartoon movie in the beginning of the lesson and then retell the story in pair. It is a good strategy that can be applied by the teachers because it provides some advantages. The use of cartoon movies can help the students to more understand and memorize the story before they are going to retell the story in front of the class. It is because cartoon movies are enjoyable and interesting media to create a good atmosphere in the classroom. Moreover, retelling the story of the movie in pair can improve students' confidence to talk in front of the class because they can feel much more comfortable when they have friend to share their nervousness while retelling the story. Pair work in the class can also help the students to increase opportunity to practice English and develop their cognitive and social competence.

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