

ABSTRACT

Febrianti, RirinWahyu. 2015. The Use of Cartoon Media in Teaching Speaking for the Eighth grade Students of SMPN 5Ponorogo in Academic Year 2014/2015. Thesis, English Education Department,Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor: Dr. Harjali, M.Pd.

Key Words: Teaching speaking, Cartoon Media.

Speaking is described as the ability to express human thought and feeling, or the ability to report acts and situation in precise words, or the ability to converse or to express sequence of ideas. In reality the tendency of students when getting speaking class, they have many difficulties to communicate, because they don't have enough vocabulary or ideas, don't have confidence to speak, and haven't high motivation to study English. Media is integral part of teaching to help students understanding the lesson like cartoon media. By using cartoon media, students can express and practice their speaking.

The problem statements on this research are (1) how can cartoon media guide students to be active in teaching speaking for the eighth grade students of SMPN 5 Ponorogo?, (2) what are the benefits of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo? The objectives of the study are (1) to describe cartoon media in guiding students speaking ability for the eighth grade students of SMPN 5 Ponorogo, (2) to identify the benefit of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo

This research was used qualitative approach. The researcher used descriptive qualitative design to describe and explain the phenomenon. The instruments for collecting data were interview, observation and documentation. In analyzing the collected data, the researcher applied the step of qualitative data analysis covering data reduction, data display, and conclusion/verification. In the data reduction the researcher needed to select information based on research questions.

The result of the research shows that the used of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo were (1) presented material, (2) gave questions to the students related to the material given, (3) explained the content of cartoon media (4) gave opportunity to students to write the simplified story, (5) explained the grammar that is used in the text and (6) asked the students to tell story watched. The benefits of cartoon media are; the students showed great interest to be actively involved; practiced in the teaching and learning process; can influence the students' motivation and condition in learning English; and they also have ideas when telling story in front of the class.

Based on the result above, the researcher suggests that English teachers had better to use cartoon media in their class in order to help the students improve their speaking ability.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the field of technology, English is used as the medium to spread newest innovations. In the field of trade, many products are introduced by using English as the medium to communicate with customers. In the field of education, many scientific books are written in English. Thus, English takes an essential place in global development. In Indonesia, English is a foreign language. It is an important subject taught at every level of education. It has become an important subject taught at schools and universities. English has four skills to be mastered by students. Those are speaking, listening, writing, and reading. But speaking is one of language skill parts that very important in communication.

Speaking is one interactive processes of constructing meaning that involve producing, receiving, and processing information. It is often spontaneous, open – ended and evolving, but it is not completely unpredictable. Speaking is one of central elements of communication.¹

In teaching speaking skill, it focused on interacting with one learner at a time, understanding information and be confident when the learners try to speak. The learners need to use communication of various kinds when lack word,

¹ Jack C. Richard & Willy A. Grenada, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, tt), 210.

phrases or structural in English.² On the other hand, sometimes students have many difficulties to communicate. Because they haven't enough vocabularies or ideas to speak and they have not enough confidence when they try to speak. So, they choose to keep silent in class without interacting with their friends.

In this case, based on interview with the English teacher, Mrs. Widji Upamiati, S. Pd. Said:

The Eighth grade students of SMPN 5 Ponorogo have many problems in speaking skill. The students less ability in exploring ideas and communicate to others. The students have no ideas when try to speak. The most become habitual when students get speaking class. They do not explore the ability. The students do not confidence and do not believe with students' ability. So, in the middle of speech students stop in a moment to think and to remember what the next sentences will explore the audience. This problem caused less practice through activities.³

To avoid this problem, the teacher must provide the students with appropriate media education. Therefore, applying appropriate media education can increase the ability of the students to communicate to other.

In teaching learning process, the important thing is media. Media deals with all communication media and includes the printed word and graphic, the sound, the still as well as the moving image, delivered on any kind of technology.⁴ It is enable for students to understand the communication media that used in their society and the way to operate and to acquire skill using cartoon media.

² Developing the Language Skill, (New York: University Press, 2003)

³ Widji Upamiati, S. Pd., 1st Interview. Tuesday, January 6th 2014, 09.35 am

⁴ Alexander Ferodov, *Media Education and Media Literacy: Experts' Opinions*, UNESCO

Film media is one of media in teaching speaking capable to give inspiration and imagination to increase English speaking. The best film education includes discussion, presentation, critical thinking, team working, and filmmaking, as well as watching.⁵ By film media, it helps students focus on their understanding of what they read and challenges them to communicate what they have learned to others.

Cartoon is film made by photographing a series of drawing.⁶ Cartoon have important role to explanation teaching and learning process. It makes awaken humorous and smile. Critical expressions and humorous was given by cartoon to deliver information a long time. According to Sudjana et.al: “Cartoon are the depictions in the painting form / caricature of people, ideas, or situations that are designed to influence public opinion”.⁷ Many teachers like to use cartoon as device to stimulate conversation. The facial expression of cartoon figure may inspire students to interpret the thoughts behind the expressions and the story implicit in cartoon provides the students with something to describe / narrate.⁸

In this case, Cartoon media provides a familiar attention-capturing visual medium to engage the student and encourage retention. Cartoon can be used to illustrate course content, promote a visualization of concepts and theory, provide

⁵ Integrating Film into Education – Advocacy Report University of Hertfordshire

⁶ Oxford Learner’s Pocket Dictionary

⁷ Nana Sudjana, et.al, Media Pengajaran (Bandung: Sinar Baru Algesindo, 2011), 58.

⁸ Dobson, Julia, Effectiveness Teaching for English Conversation Group (Washington DC, Newbury House Inc. 1974), 72.

a specific cultural focus, and, at the same time, provide an important entertainment value that can enhance undergraduate and graduate instruction.

For those reasons, cartoon media hopefully help the students to speak well. Because, it is interesting and enjoyable method for students, and it can motivate students to practice speaking.

Based on the statements above, the researcher would like to know the application of cartoon media in teaching and learning process. So, the researcher takes the title *“The use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014 / 2015.”*

B. Research Focus

The focus of qualitative research is the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014 / 2015.

By using cartoon media, hoped to the Eighth grade students to be more active in speaking skill. And it's attracts the students the students' attention in their study, and then motivate them to participate in speaking activity.

C. Statements of the Problem

1. How can cartoon media guide students to be active in teaching speaking for the eighth grade students of SMPN 5 Ponorogo?
2. What are the benefits of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo?

D. Objectives of the Study

Concerning with the statements of the problems, this study has come objectives describes as follows:

1. To describe cartoon media in guiding speaking ability for the eighth grade students of SMPN 5 Ponorogo.
2. To identify the benefits of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo.

E. Significance of the Study

1. Benefit of the theory

The result of this research is expected to give contribution of knowledge to develop in teaching and learning process. It can help to involve the students in teaching and learning process directly. Beside it, also supposed to give perspective addition in the next time.

2. Benefit of the practice

The result of the study is to be beneficial for:

a. Teachers

This study is expected to give teachers, particularly English teacher an input concerning with the implementation of film media in teaching speaking. Film media is one of ways which can be applied in teaching speaking.

b. Students

By using film media, the students are expected to have high motivation in learning English. As the result, the students are able to increase four language skills, especially for speaking skill.

c. Readers.

This study is expected to give a contribution to readers, particularly the students of English department of STAIN Ponorogo in enriching references concerned with the implementation of film media in teaching speaking.

d. Researcher

This study is conducted to obtain some information about the implementation of film media in teaching speaking skill.

e. Institution.

Knowing that film media is applied at school. So, institution can facilitate the teaching learning process with it. And obtaining some information about the film media can be applied in other class.

F. Research Methodology

This point presents the research methodology used in this study. The existence of the research methodology has the goal of guiding the research in order to work systematically. This research methodology covers a set of research activities conducted by the researcher. It involves the research approach, *researcher's role*, research location, data source, technique of data collection, data analysis, checking of data validity, research procedure and organization of the thesis.

1. Research Design

This research applies a qualitative research approach. Qualitative research is conducted through an intense or prolonged contact with the field or life situation. These situations are typically banal or normal ones, reflective of the everyday life of individuals, group, societies, and organization. The researcher attempts to capture on the perceptions of the local actors from the inside, through a process of deep attentiveness, of empathetic understanding and of suspending or bracketing preconceptions about the topics under discussion.⁹

Another point of view Syamsuddin and Damaianti argue, “With qualitative research, researcher involved in situations, phenomenon being

⁹ Matthew B Miles and Michael Huberman, an Expanded Sourcebook Qualitative Data Analysis (California: Sage Publication, 1994), 6.

studied...”¹⁰ based on statement, it can be stated that a qualitative has the natural setting, the research data are collected naturally by observing phenomenon while it happens and by conducting a verbal communication with the respondents. A qualitative research also promotes human (researcher) as the research instrument. A qualitative research also takes into account the process rather than the outcomes the product.

The research also applies a descriptive research. For this case, Syamsuddin and Damaianti argue, “Basic aim this research is depict, studying, and explains the phenomenon ...” thus, descriptive research does not examine a hypothesis. The purpose this research is describe study and to explain phenomenon.

In this research, the data are collected naturally by observing the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014 / 2015 and by conducting an interview with the English teacher of the school. The researcher plays a role as an observer and interviewer. Then, the data are analyzed and presented in a form of description.

¹⁰ Syamsyudin Ar, dan Vismaia Damaianti, *Metodologi Penelitian Pendidikan Bahasa*, (Bandung: PT. Remaja Rosdakarya, 2006), 74.

2. Research's Role

Qualitative research is not separable from observation participate, but the role that determines the overall scenario.¹¹ For researcher in this research, the researcher acts as a key instrument, a full participant at the same time collecting data, other than as a supporting instrument.

3. Research Location

a. Place of the Research

This research takes place at SMPN 5 Ponorogo the reasons of selecting the school are:

- 1) The school is reachable. It enables the researcher to conduct the research effectively
- 2) Cartoon media is applied in the school, particularly in teaching English
- 3) It has not been conducted researcher concerning with teaching speaking in the school. Particularly concerning with the use of cartoon.

b. Time of the Research

This research is conducted from 23th March 2015 to 13th April 2015.

¹¹ Lexy J Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), 3.

4. Data Source

According to Arikunto, “Data source is subject where the data acquired”.¹² Moleong assumed “the principle of data source in research is words and action, the other is addition such as document etc”.¹³ Data source is subject or somebody who give data materials of analysis for research.

Data is obtained from population that determined by sample. “Data source can be seen from subject data. And there are the data source related with all population taken as research subject, they are population research sample”.¹⁴

Sources of data in qualitative research can obtain from the words, action, and the additional data such as documentation and others.¹⁵ The sources of data in the study as follows:

- 1) Human, which includes principal, English teacher, and eighth grade students.
- 2) Non – human, which includes documents and all relevant books.

Based on statements above, the researcher uses research sample by using some of population as research subject. The data sources in this research are the English teacher, headmaster, staffs and the eighth grade students of SMPN 5 Ponorogo in academic year 2014/2015. Data source

¹² Suharsimi Arikunto, *Prosedure Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 122.

¹³ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Rosda Karya, 2005), 117

¹⁴ Suharsimi Arikunto, *Prosedure Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 102.

¹⁵ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Rosda Karya, 2005), 112.

related with the students, the researcher uses purposive sampling. The researcher takes the eighth grade students of SMPN 5 Ponorogo in academic year 2014/2015 as the sample.

5. Technique of Data Collection

Qualitative approach is applied in this research. Syamsuddin and Damaianti point out, “for researcher qualitative phenomenon is properly understandable if conducted through interaction with subject through interviews. Besides, effort can do through observation on backlight place, phenomenon underway.”¹⁶ Based on the statement, interview and observation is applied in this research. And then the researcher adds documentation as the technique of collecting data. In this research hopes the data is perfect:

a. Observation

In this research, the researcher uses observation as a one of the techniques of collecting data. Observation is kinds of technique collecting data used to observe and write or notes the object research directly and systematically.¹⁷ It means that every information related

¹⁶Syamsuddin AR, M.S. Vismaia dan Damaianti. *Methodologi Penelitian Pendidikan Bahasa* (Bandung: PT. Remaja Rosdakarya, 2006) 100

¹⁷Margono, *Metodologi Penelitian Penelitian* (Jakarta: PT Rineka Cipta, 1997) 158

with the research must be observed by seeing or hearing phenomena while it is happening.

In this research, observation is applied to get more the data of the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo.

b. Interview

Interview is one of the techniques of data collection. Interview is media to collect data by asking and answers some questions orally. The special characteristic of interview is direct contact to interviewer who gives question and interviewee who answer the question.¹⁸ In interview, the researcher may obtain information by asking question to get some answer about what the researcher needs to find the problems dealing with the research.¹⁹

The interview is conducted to get more information about the process of the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo. And the informants are: the English teachers of eighth grade, the students, the headmaster and the administrator of SMPN 5 Ponorogo.

¹⁸ Ibid., 65.

¹⁹ Norman K. Denzim & Yvonna S. Lincoln, Handbook of Qualitative Research,361

c. Documentation

Documentation is one of the techniques to collecting data. To collect data in documentation technique, the researcher may get information from notes, books, transcripts, newspapers, etc.²⁰ In this case, the documentation that have been used is cartoon media. Because, the researcher want to know about the process of using cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo.

Documentation is used to get the description data of SMPN 5 Ponorogo. It includes the historical background, geographical location, vision and mission, organization structure, teachers and staffs of SMPN 5 Ponorogo, facilities and also the data of the teacher's role in creating the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo.

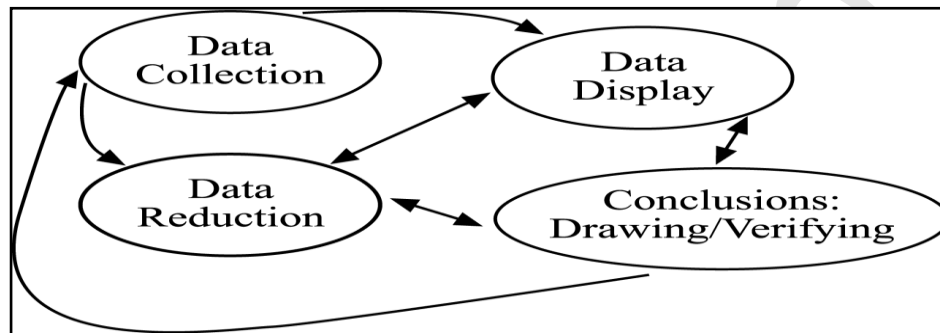
6. Data Analysis

The data analysis in this research is descriptive qualitative. The purpose of this research is to describe research finding elaborately. After the researcher got the data from observation and interview, the next step that must be done by the researcher are analyzing the data and presented in a good form. Moleong stated that:

²⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 1996), 234.

Data analysis is the process the process of systematically searching and arranging the interview transcripts, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what your own understanding of them and to present what you have discovered to others.²¹

The stages of the qualitative data analysis consist of three stages. They are data reduction, data display and conclusion/ verification.²²



Each of the stages is presented in the following:

a. Data reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things. In this stage, the researcher needs to separate the accurate data from inaccurate data. Through the data reduction, the researcher may focus on the data that will be analyzed.

b. Data display

Data display is a stage of organizing data into patterns of relationship and the data display can make the collected data easier to be understood.

²¹ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Rosda Karya, 2005), 248

²² Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung, ALFABETA, 2005) 91

c. Conclusion/ verification

In this stage, the researcher makes a conclusion. The conclusion can be in a form of description. The conclusion is the answer to the researcher problems that have been formulated.²³

7. Checking of Data Validity

Lexy Moleong stated that “The data validity is the urgent concept that is renewed from the validities and reabilities concept”.²⁴ In this research data credibility test doing with:

1. The strenuously observation. It’s meant that the researcher finds the characteristics and elements in this situation that relevant with the chosen issue. The researcher conducts the observation by:

- a. Observing the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014-2015.
- b. Studying it specifically until the researcher finds the data.

Application of the researcher in this observation is very important to prove the research.

2. Triangulation is aimed to make the study of the data investigated becomes more comprehensive. In addition, triangulation also keep the study from accusation that is finding simply an artifact of single method, single data

²³Aristo Hadi Sutopo, Terampil Mengolah Data Kualitatif dengan NVIVO (Jakarta: Kencana Prenada Media Group, 2010) 11-15.

²⁴Lexy Moleong, Metodologi Penelitian Kualitatif (Bandung: PT. Rosda Karya, 2005), 99

source or of simply investigator's bias.²⁵ In this research, the researcher uses the triangulation technique with the data source. It's meant that the researcher compares and checks the validity of collected information through the different time and tool in the qualitative method. It can be reached by: (a) the corporation between result of observation and result of interview, (b) the corporation between public opinion and individual opinion, (c) the corporation between the opinion of the public about research situation and the opinion of a long time, (d) the corporation between result of interview and related of document.

Classification of triangulation: by Danzin Fourt Models such as sources, methods, investigation and theories.²⁶ And Susan Stainback stated that "The aim is not to determine the truth about social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated."²⁷

8. Research Procedure

In this research, the researcher uses some procedure which must be done. They are preparation, application and reporting.²⁸

²⁵ Susan Stainback, et all., *Understanding and Conducting Qualitative Research* (Lowa: Kendal Hunt Publised Company, 1988), 78

²⁶ Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Rosda Karya, 2000), 177.

²⁷ Ibid, 178.

²⁸ Ibid, 85–105.

a. Preparation

Before doing the research activity, the researcher has to prepare the research material. The preparation in this research activities are:

- 1) Making a research proposal.
- 2) Getting permission letter from institution
- 3) Getting permission letter and approval from the school that will be researched
- 4) Arranging the research instrument
- 5) Choosing and utilizing informants
- 6) Preparing research outfits.

b. Application

In application step, the researcher is doing activities such as:

- 1) Understanding research background
- 2) Observing and participating in collecting data of the use of multimedia in teaching and learning English
- 3) Analyzing the data
- 4) Making conclusion and suggestion of the data analysis.

c. Reporting

In this section, the researcher writes a result of research report in the form of thesis about the reasons of the teacher using the film media in teaching speaking, the use of cartoon media in teaching speaking (preparation, application and evaluation) and the benefits and the

teacher's problem of it at the eighth grade students of SMPN 5 Ponorogo.

9. Organization of the Thesis

The organization of thesis is given to make the reader understand the content of the thesis. This research report will be organized in five chapters, that interacting each other. They are:

Chapter I : Introduction. This chapter introduces the whole of the research that involves: background of the study, research focus, and statement of problems and objectives of the study, significance of the study, research methodology and the organization of the thesis.

Chapter II : Review of related literature. This chapter applies theories as the frame work of conducting the research. It involves the theory of teaching, teaching speaking, and theory of cartoon media.

Chapter III : Research finding. This chapter contains the general data, involving the historical background, organization structure, the vision, mission and the aims, condition of teacher and the students, infrastructure of SMPN 5 Ponorogo, the English

curriculum and the data description involving choice of cartoon media in teaching speaking.

Chapter IV : Discussion. In this chapter, the researcher is analyzing data of the use of cartoon media in teaching speaking.

Chapter V : Conclusion. This chapter consists of the conclusion of the research discussion and recommendation.

STANPONOROGO

CHAPTER II

THEORITICAL BACKGROUND

This chapter presents reviews of related literature used in this study. It has a goal of providing previous studies and information concerned with the research problems which including an overviews of teaching English at Junior High School, media and cartoon. They are also used as a guide of presenting this research.

A. Teaching

1. Definition of Teaching

Teaching is one of essential part of learning process. A good teaching is going to give huge contribution of successfulness of students learning. Many students are bored during the class because of uninterested teaching. Thus, teaching is very important to motivate the students to acquiring what they are learning in class. Teaching cannot be separated from learning because how good teaching process will determine the student's motivation to learn. Teaching is showing people how to do something so that they will be able to do them and encouraging them to accept something as a fact or principle.²⁹

²⁹ H. Douglas Brown. Principle Language Learning and Teaching.2000,200

Teaching English is designed to encourage practical skill of teaching, with the other participating as fully as possible.³⁰ Thus, teaching is an activity to helping students to learn the subject matter and guiding them, to understand new knowledge. For this case, the teacher has to give students opportunity to construct new knowledge's, students must be involved in the teaching process. Another opinion teaching is a process of helping students to understand new knowledge that they have never experiences and to achieve the better understanding of it.³¹

Based on these statements, teaching cannot be separated from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. So, teaching can be called a set of components in improving learning knowledge, positive behavior to get maximal result in transferring information to the learners.

2. Definition of Speaking

Speaking is a form of language skill as communicative competence that can be developed when it is really used in real life as means of communication. It is used as important means in expressing meanings. Speaking ability is described as the ability to express one's in life situation, or the ability to report acts and situation in precise words, or the ability to

³⁰ Richard, A Course in Language Teaching Practice and Theory. (ED. Penny:Ur.1995),5.

³¹ Sauvignon, S.J. Communicative Language Teaching: The State of the Art. TESOL Quarterly.25(2):261

converse or to express sequence of ideas that should be something interest.³²

Speaking is ability to express the articulation sound or word. Expressing and giving an idea and opinion. Speaking can be called as a symbol that can be listened, visible exploits' some muscles to reach a goal of opinion combined. Speaking is human's behavior that exploits factors of physical, psychology, neurology, semantic and linguistic extensive, it until can be regarded human's instrument is important for social control. Thus, speaking is interactive process of constructing means that involves producing, receiving and processing information.

From definition of speaking above, we can conclude that speaking skill is a skill express articulation sounds or words used expresses and give opinion to listeners. Listeners receive the information through intonation into nation pressure and juncture. By speaking skill we can communicate to other person. In the word of education, a teacher must have a speaking skill. If he explains a subject matter can be understood. His word is clear and he doesn't repeat more an explanation or subject explained. So, he can call a person who has speaking ability.

³² Robert Lido, Language Teaching (London, Longman Green and Co.Ltd.1961), 240.

3. Types of Speaking

In line with the natural link between listening and speaking, there are six similar categories of oral production to be carried out by students in the classroom as follows:

a. Imitative

Imitation of this kind is usually done not for the purpose of the meaningful interaction, but for focusing on some particular elements of language form. Input sources are commonly from cassettes or CDs.

b. Intensive

This kind of speaking activity goes one step beyond the imitative one to practice some phonological or grammatical aspect of language.

c. Responsive

Mostly students' speech in the classroom refers to this type like short replies to teacher or students-initiated questions/comments.

d. Transactional Dialogue

This kind of actually is conducted for the purpose of conveying or exchanging specific information. In order words, it is for transmission of facts and information.

e. Interpersonal Dialogue

This kind of activity is conducted for the purpose of maintaining social relationship. It usually involves such factors as casual register, colloquial language, slang, and ellipsis.

f. Extensive Monologue

This type of speaking activity is commonly intended for students and intermediate to advanced levels. They are required to give extensive monologues in the forms of summarize, oral report, or short speech-planned.³³

4. Aspects of Speaking

Speaking has many different aspects, as follows:

a. Accuracy

Accuracy in this context refers to the ability to speak properly. That is, selecting the correct words, and expression to convey the intended meaning, as well as using the grammatical patterns of English.³⁴ Accuracy involves the current use of vocabulary, grammar, and pronunciation.³⁵

Accuracy in speaking consists of the correct using the vocabulary, grammar, and pronunciation. It will be explain as follows:

³³ Gunadi H Sulistiyo, Sri Rahmajanti, Bahasa Inggris Madrasah Aliyah, (Departemen Pendidikan Nasional, Universitas Malang, Panitia Sertifikasi Guru (PSG) rayon 15), 12 – 13 .

³⁴ Kathleen M. Balley, Practicing English Language Teaching, (America: Mc. Graw Hill, 2005), 5.

³⁵ Roger Gower, et.al, Teaching Practice Handbook, (Thailand: Mc Millan Heinemann, 1995), 99.

1) Vocabulary

In A Course in Language Teaching book, Penny stated that “vocabulary can be defined, roughly, as the words we teach in the foreign language.”³⁶ Vocabulary is very important in speaking.

Because people who have many vocabularies in their mind, they will be able to convey information in the different words.

2) Grammar

Grammar is sometimes defined as the way words are put together to make correct sentence. A specific instance of grammar is usually called a “structure.” Grammar does not only affect how units of language are combined in order to “look right”; it also affects their meaning.³⁷ For examples of grammar are noun, verb, adjectives, tenses, and so on.

3) Pronunciation

The concept of “pronunciation” may be said to include:

- The sounds of language or Phonology
- Stress and rhythm
- Intonation.³⁸

³⁶ Penny Ur, A course in Language Teaching (Practice and Theory), (Cambridge: Cambridge University Press, 1996), 60.

³⁷ Ibid, 75 – 76.

³⁸ Ibid, 47.

Pronunciation can be said as the way to read of the symbols in language in certain sounds. For example, the letter C in English is pronounced /k/ or /s/. To read the symbols, people also understand about their stress, rhythm, and intonation.

From the explanation above, accuracy is one of aspects in speaking that related with the correct use of vocabulary, pronunciation, and grammar pattern. Accuracy in speaking process also important, because it is needed in order to make information can be understood by listener. So, there is no miscommunication or misunderstanding in speaking process.

b. Fluency

Fluency is the simply ability to speak fast.³⁹ In line with this idea, Balley stated that: Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, etc.⁴⁰

From the definition above, researcher makes conclusion that fluency is the important thing that must be improve in order to get successful and feel confident in speaking.

³⁹ Scott Thornbury, *How to Teach Speaking*, (London: Longmans, 2001), 6.

⁴⁰ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore: The McGraw-Hill Company, 2003), 47.

5. Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Brown and Yule (1988:21) made a useful distinction between interaction function of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. The three-part versions of talk are:

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. Speaking not only for communication with other people, but it has specific function, when people meet, they exchange greetings, engage in small talk, recount experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Talk as transaction mean giving message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. These focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the front of monolog rather than dialog, often follows a recognizable format, and is closer written language than conversational language. Similarly, it is often evaluation according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.⁴¹

6. Teaching Speaking Skill

The goal of teaching speaking skill is communicate efficient. Learners should be able to make themselves understood, using their current

⁴¹ Anne Burns, Teaching Speaking: Annual Review of applied Linguistics. 1998, 102-123

proficiency to the fullest. They should avoid confusion in the message due to faulty pronunciations, grammar and vocabulary.

To help students develop communication efficiency in speaking, teacher can use a balanced activities approach that combines his language.

Teaching speaking is to teach English Foreign Language learners to:

- a. Produce the English speech sound and sound pattern
- b. Use the word and sentence stress, intonation pattern and the rhythm of the second language
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- d. Organize their thoughts in meaningful and logical sequence
- e. Use language as a means of expressing values and judgments
- f. Use the language quickly and confidently with few unnatural pauses, which are called fluency.⁴²

7. Principle of Teaching Speaking

- a. Be aware of the differences between second language and foreign language learning contexts.

⁴² Kay hayride, Teaching Speaking, Activities to promote Speaking in a Second Language. Cambridge University Press.

A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Meanwhile, a second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

- b. Give students practice both fluency and accuracy.

In language lessons—especially at the beginning and intermediate levels—learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair group and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

- d. Plan speaking tasks that involve negotiation for meaning.

Negotiation for meaning involves checking, clarifying, and confirming understanding.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or service.⁴³

B. Cartoon Media

1. Definition of Cartoon Media

Media is integral part of teaching to help students understanding the lesson. It helps the teacher to support the teaching and learning process. Media is plural form the word medium. Medium can define as intermediary or message delivers a communication from sender to receiver of message. Media Education is an anything that used as tools in teaching process.⁴⁴

Films can serve as the basis for writing assignments and oral presentations. Films also provide an invaluable extension of what we

⁴³ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (Singapore: The McGraw-Hill Company, 2003), 54-56.

⁴⁴ Daryanto, *Media Pembelajaran* (Yogyakarta: Gava Media, 2010), 4.

might call the technologies of language acquisition that have been used to teach students.

Film media include the audio visual media.⁴⁵ A visually presented scenario provides the chief means of involving the learner in meaningful utterances and contexts.⁴⁶ Narrative film, experimental film, modernist art film, propaganda film, and documentaries are several genres teachers have available as classroom resource.

Cartoon is a part of film media which generally made by photographing a series of drawing. Cartoon media as education instrument is a component of teaching resources with consists of materials instruction it's able to be seen and heard. The facial expression of cartoon figure may inspire students to interpret the thoughts behind the expressions and the story implicit in cartoon provides the students with something to describe / narrate.

By using cartoon media, students are able to develop critical thinking by evaluating what the students observe, and also invite the students to stand on their desk to see the world in different perspective.

2. Types of Cartoon Media

The following below are kinds of cartoon:

⁴⁵ Basyiruddin Usman, *Media Pembelajaran*, (Ciputat: PT. Intermasa, 2002) 95.

⁴⁶ Stren H. H., *Fundamental Concepts of Language Teaching*, (Oxford: Oxford University Press, 1984) 466.

a. Gag cartoon

Gag cartoon is only funnies picture without means a joke or explain some problems and actual incident.

b. Editorial Cartoon

Editorial cartoon is picture derision in new paper that means to give comment about information or issues in society. This cartoon is show about wisdom and communication culture with people in the world.

c. Caricature Cartoon

Caricature cartoon Is changing someone picture or face. That means accentuate of characteristic people with big behavior of someone weakness. This cartoon have aim to make not believe with their weakness

d. Animation Cartoon

Animated cartoon is cartoon able to motion or visual life or voice.

e. Comic Cartoon

Comic cartoon is integration between picture and literature. It was formed from some story include narration with famous figure.⁴⁷

⁴⁷ [http://File.Upi.Edu/Direktori/A-Fip/Jur.Kurikulum dan Tek.Pendidikan](http://File.Upi.Edu/Direktori/A-Fip/Jur.Kurikulum%20dan%20Tek.Pendidikan) pdf accessed on December 3rd 2014 at 11.45 a.m

3. The Kinds of Strategy Using Cartoon Media

There are many kinds of strategy using cartoon media:

a. Role Play

Students pretend they are in various social contexts and have a variety of social roles. This technique helps students to understand and know like the real situation with group or individual

b. Simulation

Simulation is very similar to role play. In simulation, students can bring items to the class to create a realistic environment. Help students to express like real situation and explore the idea

c. Information Gap

In this activity, students are supposed to be working on pairs. One student will have the information that the other partner does not have and the partner will share their information. The information gap helps students to search and find information from their partner from conversation with their partner

d. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the form of beginning, development, and ending; including the characters and setting a story has to have.

e. Story Completion

This is very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, s/he stops narrating. Then, each student narrates from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.⁴⁸

4. The Procedure of Using Cartoon Media in The Classroom

Firstly, the teacher must know cartoon that would be presented. After the cartoon has been presented, it needs to discuss to know the aims of the cartoon contents. In teaching speaking, cartoon will be turned twice or more to get more understanding of the content.

Steps or procedures to use cartoon in the teaching speaking as follows:

- a. The teacher prepares lesson unit and choose the cartoon as the instrument to reach the learning goal that hoped. The teacher needs to know the duration and descriptions of cartoon. Then, teacher integrates this cartoon with the lesson plan. After that, the teacher

⁴⁸ <http://itesjl.org/tehniques/kayi-teachingspeaking.html> accessed on December 3rd 2014 at 01.00 p.m

planning how to correlate the cartoon to other practice as group discussion or students work creative.

- b. The teacher organizes the class. In this step, the teacher must give brainstorming before watching cartoon.
- c. After preparing students, the teacher plays the cartoon.
- d. The teacher asks question and students must answer it. It's to know the students understand. Then, conduct test individually.
- e. The students make record in the form small notes which consist of the cartoon's content.

5. The Benefits of Using Cartoon Media in Teaching Speaking

Media have many benefits in teaching process. It can help teachers to support their teaching in classroom. In this case, the researcher tries to explain the benefits of using cartoon media in the classroom.

The benefits of cartoon media are:

- a. Cartoon is comfortable, familiar medium to contemporary students that can keep students interest in the theories and the concepts under discussion.
- b. Cartoon is available on videotape and DVD which has high production quality.
- c. Cartoon built the attitudes, emotion, and problems.

- d. Message receiver will be more clearly with the cartoon because both of seeing and hearing are combined.

Based on those statements, it can be concluded that cartoon media suitable in teaching speaking. With cartoon media, the message of the story can be understood more clearly. Because of using cartoon media, the students are seeing and hearing the content of the story. So, it can help the students to catch the point of the story. And they can summarize the story using their own words.

C. Previous Study

There three previous related study, which is related to the writer's present study:

- a. Mufidatul Mubtadiyah, the student of English Department of Tarbiyah Faculty State Institute of Islamic Studies of Ponorogo, conducted the research entitled "The Implementation of Film media in Teaching Speaking for the Eighth Grade Students of MTs Al- Islam Joresan Mlarak Ponorogo in Academic Year 2012/2013.

The formulation of the problem is "How is the implementation of film media in teaching speaking for the eighth grade students of MTs Al-Islam Joresan Mlarak Ponorogo?" The research was done by qualitative research.

Based on the result of the study it can be concluded that the use of film media is effective to increase students' speaking skill. It is suggested for teacher to use the film media as the alternative media in teaching speaking in order to develop and increase student's motivation on speaking.⁴⁹

- b. Iim Suciani, the students of English Department of Tarbiyah Faculty State Institute of Islamic Studies of Ponorogo, conducted the research entitled "Improving Students' Speaking Skill Using Cartoon Picture Media at SMPN 5 Ponorogo."

The formulation of the problem is "How is the implementation of cartoon picture media in improving students speaking skill to the seventh grade students of SMPN 5 Ponorogo in academic year 2010/2011? And is the implementation of cartoon picture media able to improve students' speaking skill to the seventh grade students of SMPN 5 Ponorogo in academic year 2010/2011?" the research was done by qualitative research in the form of classroom action research which was conducted in three cycles.

Based on the result of the study it can be concluded that students' speaking skill are increasing through cartoon picture media. It's suggested

⁴⁹ Mufidatul Mubtadiyah, "The Implementation of Film Media in Teaching Speaking for the Eighth Grade Students of MTs. Al-Islam Joresan in Academic Year 2012/2013," (Thesis. English Department of Tarbiyah Faculty State Institute of Islamic Studies of Ponorogo,2013)

for English teacher to use cartoon picture media as one references of an innovative media in teaching speaking.⁵⁰

- c. Dwian Erwinta Nofitrianti, the student of Faculty of Teacher and Training Education Muhammadiyah University of Ponorogo, conducted the research entitled “Teaching Speaking by Using Film Media to Increase Student’s speaking Skill at the Eighth Grade of SMPN 4 Kecamatan Ponorogo in Academic Year 2011/2012.”

The formulation of the problem is “How is the implementation of film media increasing the students’ speaking skill in SMPN 4 Kecamatan Ponorogo?” The research was done by qualitative research in the form of classroom action research which was conducted in two cycles.

Based on the result of the study it can be concluded that the use of film media is effective to increase students’ speaking skill. It is suggested for teacher to use the film media as the alternative media in teaching speaking in order to develop and increase student’s motivation on speaking.⁵¹

⁵⁰ Iim Suciani, “*Improving Students’ Speaking Skill Using Cartoon Picture Media at SMPN 5 Ponorogo*,” (Thesis. English Department of Tarbiyah Faculty State Institute of Islamic Studies of Ponorogo,2011)

⁵¹ Dwian Erwinta Nofitriani, “*Teaching Speaking by Using FFilm Media to Increase Students’ Speaking Skill at the Eighth Grade Students of SMPN 4 Ponorogo in Academic Year 2010/2011*,” (Thesis. Faculty of Teacher and Training Education Muhammadiyah University of Ponorogo,2011)

CHAPTER III

DATA DESCRIPTION

This chapter presents data description and research findings that have been collected. The techniques of data collection used in this research are: documentation, observation and interview. The documentation is conducted to obtain the data profiles of the location SMPN 5 Ponorogo. The observation is conducted by observing the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014/2015. The interview is conducted to the English teacher of the eighth grade students of SMPN 5 Ponorogo. The following are the research location and data description that have been collected.

A. General Data

1. The History of establishment of SMPN 5 Ponorogo

SMPN 5 Ponorogo is formal education institutions, education program after based program education (Elementary School). It's existed by Departement Cultural and Education of Ponorogo.

The history of SMPN 5 Ponorogo, actually it was established as Technology School or (STP), but since August 25th 1956, it was changed as Sekolah Keradjinan I Ponorogo Industrial School I of Ponorogo by

number of Decree: 4361/B/III. It had three majors of educations: Electrical Department, Architecture Department, and Engineering Department.

On April 2nd 1965, the Ministry of Education and Culture released a Decree No: 58/DIRPT/BI/1965 about completion of Sekolah Keradjinan I Ponorogo to be State Technology School I of Ponorogo. It had two majors; Architecture Department and Home Furniture Department.

On October 5th 1994, Education and Culture Ministry of Indonesia Republic released a Decree No: 0259/O/1994 about alteration of Technology School (STP) and SKKP to be Junior High School. So, Technology School (ST) of Ponorogo was changed as SMPN 5 Ponorogo. In 1997, SMP was changed to be SLTP-PPK (Sekolah Lanjutan Tingkat Pertama Pelaksana Program Keterampilan). So, SMPN 5 Ponorogo was changed to be SLTP 5 Ponorogo which applied skill program, and in 2000 it was named as SLTP Plus.

By releasing decree of Ponorogo Regent on February 12th 2004 No: 75. All of SLTP and SMU was changed to be SMP and SMA, and followed up by Decree of Dean of Education Ministry of Ponorogo on March 24th 2004 No:421.3/509/405.43/2004, stated that SLTP-PPK 5 Ponorogo had been changed to be SMPN 5 Ponorogo.

At the beginning of 2010, exactly at 10th November 2010, SMPN 5 Ponorogo increased its status become SSN (National Standard School) or

more complete is SMPN 5 Ponorogo National Standard School Sub district of Ponorogo by number of decree SK 2499/C3/KP/2010.⁵²

It has been some headmaster commutations of SMPN 5 Ponorogo since 1954. They are:

- 1) Darmo (1954 – 1959)
- 2) Muhibun (1959 – 1963)
- 3) Soemantri (1963 – 1972)
- 4) Hadi Soeparno (1972 – 1975)
- 5) Mat Islam (1975 – 1984)
- 6) Djais Hadisumarno (1984 – 1992)
- 7) Sugeng Suprpto (1992 – 1996)
- 8) Bonawan (1996 – 2003)
- 9) Drs. Prajitno (2003 – 2005)
- 10) Plh. Drs. H. Ahmadi Sofwan, M.Pd (2005 – 2006)
- 11) Drs. Haryono, M.Pd (2006 – 2013)
- 12) Nunuk Sri Murni Karyati, M.Pd (2014 – Now)

⁵² School Profile of SMPN 5 Ponorogo 2014/2015.

2. The Geographical Location of SMPN 5 Ponorogo

This research takes place at SMPN 5 Ponorogo. It is located at St. Dr. Soetomo No. 11 Bangunsari, Ponorogo sub-district of Ponorogo regency by post code 63419. This school is located in strategic area because it is located near with public institutions. They are Darmayu Hospital, Aisyah Hospital, Telkom Brank Office of Ponorogo, PLN Brank Office of Ponorogo, Indonesian Red Cross (PMI) Brank Office of Ponorogo and other important public institutions of ponorogo regency.

The limitation area of SMPN 5 Ponorogo can be seen as following below:

North : Bangunsari Village Administration Office
 East : St. Pahlawan
 South : St. Dr. Soetomo
 West : Indonesian Red Cross (PMI) Ponorogo

3. Vision, Missions, Goals, and Motto of SMPN 5 Ponorogo

a. Vision of SMPN 5 Ponorogo

“Creating generations who have good achievements, honest, care, and cultured environment based on believing and fearing of God.”

b. Missions of SMPN 5 Ponorogo

- 1) Emerging and developing integrity and implementing of religion
- 2) Creating curriculum development innovatively

- 3) Developing infrastructure of education continuously
 - 4) Creating good achiever graduate based on national culture
 - 5) Creating culture which concerning and conserving for beautiful environment
 - 6) Creating prevention for pollution by school citizen
 - 7) Creating prevention for environmental defect by school citizen
- c. Goals of SMPN 5 Ponorogo
- 1) Creating school citizen for being honest, believing and fearing of God
 - 2) Producing curriculum development creatively and innovatively
 - 3) Creating development and availability of infrastructure continuously
 - 4) Producing graduate standard competency achiever with cultural wisdom in the form of national culture
 - 5) Creating school citizen who has concern for beautiful environment
- d. Motto of SMPN 5 Ponorogo
- “Green, Clean, and healthy.”

4. The Logo of SMPN 5 Ponorogo



5. Teachers' Condition

Teacher is figure to be Uswatun Khasanah (precedent) for students.

The teacher has to act as advisor for the students in developing creativity and potential as motivator that help students raising their goal and aspiration.

The numbers of staffs' educators in SMPN 5 Ponorogo in academic year 2104/2015 are:⁵³

- a. According to staffing status

⁵³ Documentation conducted by researcher on Wednesday, 25 March 2015 at 09.30 am. For detail looks transcript of documentation number: 03/D/23-III/2015.

Table 1.1

No	Staffing Status	Quantity
1	Man	20
2	Woman	40
The total number of staffing status		60

b. According to the background of the study

Table 1.2

No	Background of the Study	Quantity
1	Post Graduate/Magister	8
2	Under Graduate/S1	50
3	D4	2

The numbers of staffs' administration in academic year 2014/2015 are:⁵⁴

Table 1.3

No	Staff Administration	Quantity
1	Settled Employee	8
2	Unsettled Employee	13
3	Security	2
The total number of staff administration		23

6. Students' Conditions

⁵⁴ Documentation conducted by researcher on Saturday, 28 March 2015 at 09.00 am. For detail looks transcript of documentation number: 04/D/28-III/2015.

Student is the one of important components in education. Situation of students in SMPN 5 Ponorogo in academic year 2014/2015 as whole reach 867 students consist of 285 students class VII, 314 students class VIII and 268 students class IX. For the situation of students of SMPN 5 Ponorogo according to division of class can be seen in appendix.⁵⁵

7. Facilities

SMPN 5 Ponorogo builds on 7760 m² areas. To support the quality of education in SMPN 5 Ponorogo the existence of education facilities are needed.

Facilities in SMPN 5 Ponorogo are presented in the form of table as follow:⁵⁶

Table 1.4

No	Infrastructures	Total	Width	ROMBEL
1	Classroom	27	1512	27
2	Computer Laboratory	2	126	
3	Library	1	120	
4	Skill Room (Installing room and electrical)	3	189	
5	Biology Laboratory	2	240	
6	Cooperation	1	22	
7	Counseling Room	1	24	
8	Headmaster Room	1	24	

⁵⁵ Documentation conducted by researcher on Friday, 27 March 2015 at 08.30 am. For detail looks transcript of documentation number: 05/D/27-III/2015.

⁵⁶ Documentation conducted by researcher on Friday, 27 March 2015 at 09.15 am. For detail look transcript of documentation number: 06/D/27-III/2015

9	Administration Room	1	54	
10	Teachers Room	1	126	
11	OSIS Room	1	12	
12	UKS	1	48	
13	Toilet (teacher)	3	12	
14	Toilet (student)	9	18	
15	Mosque	2	147	
16	Parking Area (student)	1	143	
17	Parking Area (teacher)		63	

8. The Structure of Organization

To create good cooperation and target of education in SMPN 5 Ponorogo, it is required an organization structure. It will be easier to achieve the target education. The organization structure of school can be seen in appendix.⁵⁷

B. Data Description

1. The Use of Cartoon Media in Teaching Speaking at the Eighth Grade Students of SMPN 5 Ponorogo.

The English teacher at the eighth grade “A” students of SMPN 5 Ponorogo is Mrs. Widji Upamiati, S, Pd. She made preparation by formulating the lesson plan before she taught and applied cartoon media in teaching speaking.⁵⁸ She used a lesson plan to keep the lesson well and can be implemented in the class for the application of cartoon media in teaching

⁵⁷ School Structure of SMPN 5 Ponorogo 2014/2015.

⁵⁸ Documentation conducted by researcher on Saturday, 23 March 2015 at 08.00 am. For detail looks transcript of documentation number: 01/D/23-III/2015.

speaking for approximately 2 x 45 minutes in each meeting. When the researcher interviewed Mrs. Widji Upamiati, S. Pd. about the preparation lesson plan of English using media by cartoon, she commented as follow:

“The first thing I do in teaching and learning process using cartoon, I prepare lesson plan before I enter the class for teaching. I usually design the lesson plan to make easier the process and organized the teaching and learning in my class.”⁵⁹

There is the outline of the data description of the interview. The following steps are:

1. Pre-teaching

Based on lesson plan, pre-teaching is the first step in activity in learning process. Pre-teaching needed before an activity in order to teach effectively. The result about pre-teaching speaking of interview with Mrs. Widji Upamiati, S. Pd. as English teacher, she said that:

“In pre-teaching, I usually greet the students, review the previous lesson, and inform the objective of learning. Then, I give apperception to stimulate students by asking some questions related to the material.”⁶⁰

In pre-teaching, the teacher motivated the students to learn English by conveying the purpose of learning. Then, the teacher informed the objective of the learning to the students.

⁵⁹ Interview conducted by researcher on Monday, 30 March 2015 at 08.00 am. For detail looks transcript of interview number: 09/I/30-3/2015.

⁶⁰ Interview conducted by researcher on Monday, 30 March 2015 at 09.00 am. For detail looks transcript of interview number: 10/I/30-3/2015.

Based on the result of interview above, the researcher can conclude that the detail of the activities, such as greeting the students, checking attendance list of students to know who was absents that day and asking to the students about the previous lesson. After that, the teacher gave apperception to stimulate the students' prior knowledge by asking them some questions related with the new materials.

2. Presenting the material.

The teacher played the cartoon related the lesson plan. At that meeting the teacher played the cartoon entitled like the Fox and the Crow, the Brave Pig, and the Tortoise and the Hare. The duration was around 5-8 minutes.⁶¹ Based on interview with Mrs. Widji Upamiati, S. Pd. as the English teacher at the Eighth grade students of SMPN 5 Ponorogo, she stated:

“There are many preparations before teaching; I prepare lesson plan and also materials. The materials based on curriculum in school. Then I present materials before applied the media. The material given to the students are based on syllabus and lesson plan.”⁶²

She also added as follow:

“I usually prepare the lesson, materials from books and suitable sources materials. I also prepare the laptop to design the materials and the cartoon to conduct the activity, select the right

⁶¹ Documentation conducted by researcher on Monday, 30 March 2015 at 10.00 am. For detail looks transcript of documentation number: 11/D/23-III/2015.

⁶² Interview conducted by researcher on Monday, 30 March 2015 at 10.00 am. For detail looks transcript of interview number: 11/I/30-3/2015.

cartoon for the students in learning process. The last is turn on the laptop, projector, and LCD before the students enter the class to get efficiency time.⁶³

Based on the interview above, it can be concluded that the teacher always did preparation before starting the lesson. The teacher explained that speaking materials based on slide show, picture, cartoon, and others. The students were interested and enjoy it. The teacher also prepared to make the class running well and smoothly

3. Giving questions to the students.

The teacher gave questions to the students in order to practice speaking and know the students' understanding of the material given. The questions like: what is the title of that cartoon?, what is the main idea from that story? And what is moral value can be taken from that story?.

4. Explaining the content of the cartoon.

The teacher explained the content of the cartoon in order to give simplified understanding about the cartoon given.⁶⁴ Based on interview with Mrs. Widji Upamiati, S, Pd as the English teacher at the eighth grade "A" students of SMPN 5 Ponorogo, she stated:

"There are many steps in using cartoon media in the classroom. First was presenting the material. The material given to the

⁶³ Interview conducted by researcher on Monday, 30 March 2015 at 10.00 am. For detail looks transcript of interview number: 12/I/31-3/2015.

⁶⁴ Documentation conducted by researcher on Saturday, 4 April 2015 at 10.00 am. For detail looks transcript of documentation number: 11/D/4-IV/2015.

students is based on the syllabus and lesson plan. Then, I give some questions related to the material. It means that the students can practice speaking. After that I explain the content of the cartoon, and then I ask students to write the simplified story. In this occasion students are hoped to open the dictionary in order to know new vocabulary. After that I explain the grammar that used.”⁶⁵

The result of interview above can be concluded that the teacher play the cartoon related with the lesson plan. At those times, the teacher play some cartoon entitled like the Fox and the Crow, the Brave Pig, and the Tortoise and the Hare. She also asks some question like in point number 2. When the students watch the cartoon, the teacher asked to the students to write the moral value in the monologue and new vocabularies and also the content of the cartoon. After that, they had discussion together. Then, the students have to retell the story based on the cartoon watched. By doing the process above, it can increase students’ speaking ability. They also get more comprehension about material of narrative text.

5. Giving opportunity to the students to write the simplified story and they were permitted to open the dictionary.⁶⁶

⁶⁵ Interview conducted by researcher on Thursday, 26 February 2015 at 10.00 am. For detail looks transcript of interview number: 03/I/26-2/2015.

⁶⁶ Documentation conducted by researcher on 2 & 9 April 2015 at 07.30 am & 10.00 am. For detail looks transcript of documentation number: 12/D/2-IV/2015 & 13/D/9-IV-2015.

6. Explaining grammar used.

Post activity was the last activities which were done by the teacher after the teaching process occurred. In this phase the teacher summarized the learning process.

Teaching and learning process needed to be evaluated. Evaluation conducted to determine the result of learning process. In that evaluation phase the teacher gave the evaluation in the form of storytelling.⁶⁷ Every student was given evaluation on speaking ability and scored from that result. According to Mrs. Widji Upamiati, S. Pd. the evaluation of using cartoon media in teaching speaking as follow:

“I conduct evaluation in the last activities of teaching speaking by using cartoon media. The evaluations are both written and oral test. In written test, I ask them to answer the questions about the cartoon and retell the content of cartoon in orally. Because with this way, it can encourage the students’ speaking ability. I also give the score for the students who are active to ask and answer during the teaching and learning process.”⁶⁸

In teaching speaking used cartoon media, the evaluation was given both oral and written test. Based on the data collection above, teaching speaking used cartoon media was done by giving exercise, monitoring the attitude of the students while the teaching learning process. Oral test was

⁶⁷ Documentation conducted by researcher on 15 & 10 April 2015 at 10.00 am. For detail looks transcript of documentation number: 14/D/15-IV/2015 & 15/D/10-IV/2015.

⁶⁸ Interview conducted by researcher on Tuesday, 31 March 2015 at 10.00 am. For detail looks transcript of interview number: 13/I/31-3/2015.

conducted by showing students' performance in the class and the written conducted by doing exercise.

That interview supported with the observation conducted by researcher on 30th March – 13th April 2015.

The first observation is approved by the researcher on 30th March 2015 at 08.00 – 09.30 am.

Generally, before entering the class, the teacher prepares lesson plans well. Either of the strategies, methods, or techniques, and so on. The teacher also makes the subject material related to the curriculum. After that, the students pray together. Before going the lessons, the teacher ask students condition. As usual, the teacher also explains the learning objective of the material. For this case, the teacher uses cartoon media to deliver narrative text. In the first meeting, the students still seem confused, because they are not familiar about the media that used. They are not accustomed to expressing their ideas. They are less creative in exploring idea and they just keep silent if the teacher asks the questions. But, the teacher tries to encourage the students in order they can catch the point of the materials through the cartoon.⁶⁹

To determine how far the level of students' understanding of the using cartoon media in teaching speaking, in the second meeting, the teacher tries to provide new cartoon more attractively and more interesting than before. This observation conducted on 4th April 2015 at 08.00 – 09.30 am.

In second meeting, the teacher uses different strategies to overcome the problem in previous. The teacher uses number head together to manage the class. The students were divided into five groups consist at least 5-6 members for each group. In this case the teacher uses cartoon more attractive and more interesting than previous. The durations of the cartoon are around 5-8 minutes. The students are already familiar learning with cartoon media. They feel enjoy and more pay attention to

⁶⁹ Observation conducted by researcher on 30th March 2015 at 08.00 am. For detail looks transcript of observation number: 01/O/30-III/2015.

the material. They can explore their idea and catch the point of the material. But, there are still some students who do not pay attention to the material, so that they can't answer some questions from the teacher.⁷⁰

In the third meeting, the teachers try to develop the students' understanding. The teacher asked the student to make simple story based on the cartoon played. This observation conducted on 9th April 2015 at 10.00-11.00 am.

In this case, the teacher tries to encourage students understanding by making simple story that taken from cartoon. The teacher guides the students to build their knowledge. The students have to make simple story by their own languages. It means that the teacher want to know the students understanding about the narrative text. In this time, the students allow to open the dictionary to find and understand some new vocabularies. And they also can ask to the teacher what they can't understand. From this activity, hopefully, the students can more active in teaching speaking. By asking to the teacher, it can improve their speaking ability.⁷¹

While in the fourth meeting, the students are still using cartoon media in teaching speaking. In this meeting, the teacher uses story telling strategies in order to improve students' speaking ability. The observation conducted on 08.00-09.30 am.

In the fourth meeting, the students have to practice their speaking ability. In this case, the teacher uses storytelling to improve their speaking ability. The students must retell the stories that have been made in previous. The stories are based on the cartoon played. In here, the teacher has some roles to guide the students during the learning process. The teacher asks the students to come forward to deliver their

⁷⁰ Observation conducted by researcher on 4th April 2015 at 08.00 am. For detail looks transcript of observation number: 02/O/4-IV/2015.

⁷¹ Observation conducted by researcher on 9th April 2015 at 10.00 am. For detail looks transcript of observation number: 03/O/9/IV/2015.

own stories based on the cartoon. Actually, the students do not felt confident in speaking practice. Because they afraid if they make mistakes when they try to speak. But, teacher always support and appreciate their effort in improving speaking ability.⁷²

From the observation above, it can be concluded that cartoon media can influence the students' motivation and condition in studying English. It also makes students enjoy in studying. Besides that, by writing the simple stories, it can explore the students' idea. It means that, every student must be able to create their own knowledge related to the material that has been delivered by the teacher through the cartoon. They also have to practice and tell their own stories to their friends. It is the way to know how far their competence on speaking ability. At the first, they feel not confident to speak, but the teacher gives reward to the students although they make some mistakes. Because, the goal of this teaching are the students can practice and tell their own stories in front of the class.

2. The Benefits of Cartoon Media in Teaching Speaking at the Eighth Grade Students of SMPN 5 Ponorogo.

Media is very important in the process of teaching and learning. The teacher will achieve good result in learning with a suitable media.⁷³ A good teacher always improves an effective media of teaching.

⁷² Observation conducted by researcher on 13th April 2015 at 08.00 am. For detail looks transcript of observation number: 04/O/13/ IV/2015.

⁷³ Interview conducted by researcher on Thursday, 28 March 2015 at 08.30 am. For detail looks transcript of interview number: 01/I/ 28-III/2015.

Based on the result of interview with the English teacher and the result of observation at the eighth grade students of SMPN 5 Ponorogo above showed that the use of cartoon media in teaching speaking had the important roles. This media could be compatible to be used at the eighth grade students because the eighth grade students were considered lack of vocabulary, pronunciation and speaking.

Mrs. Widji Upamiati, S. Pd as English teacher at the eighth grade students of SMPN 5 Ponorogo stated that:

“Media that is used at eighth grade students of SMPN 5 Ponorogo must be attractive, because at the eighth grade student’s English Ability is not so good. So I have to use the media that makes students active and joyful. By choosing a good media, I can obtain the goals of study easier. In this occasion, I use the cartoon media”.⁷⁴

This reason was approved by the observation conducted by the researcher on 31st March 2015 at 09.00 am. And Mrs. Widji Upamiati, S. Pd also stated that: “Cartoon media can influence the students’ motivation and condition in studying English. It also makes students enjoy in studying”.⁷⁵

On the 10th April 2015, after she entered the class at 11.45 am. She also said:

“When the students watching cartoon media, they are not only watch, but also they can practice listening. I hope that by watching and listening the cartoon, they accustomed to listen pronunciations.

⁷⁴ Interview conducted by researcher on Tuesday, 31 March 2015 at 11.30 am. For detail looks transcript of interview number: 04/I/31-III/2015.

⁷⁵ Interview conducted by researcher on Tuesday, 31 March 2015 at 11.30 am. For detail looks transcript of interview number: 04/I/31-III/2015.

Besides that, the students can practice their writing towards write the simplified story after watching the cartoon”.⁷⁶

In the qualified teaching and learning, both of teacher and students got the benefits that will be manifested in their daily life. There were some advantages of the teaching speaking using cartoon media at eighth grade “A” students of SMPN 5 Ponorogo. Both of the teacher and students could get benefits from it.

a. The benefits for teacher

Based on interview with Mrs. Widji Upamiati, S. Pd as the English teacher at eighth grade students of SMPN 5 Ponorogo:

“There are many benefits from this media such as: knowing more vocabulary and improving students’ ability in pronunciation and speaking. By using cartoon media, the students are enjoy and interest during the lesson. Teaching speaking become more interesting, and then the learning process more interesting too. The media makes the teacher gets the goals of study become easier.”⁷⁷

From the statements above it could be known that the benefits for the teacher from the use of cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014/2015 were the students felt enjoyable and interesting in learning process. They

⁷⁶ Interview conducted by researcher on Friday, 10 April 2015 at 11.30 am. For detail looks transcript of interview number: 05/I/10-IV/2015.

⁷⁷ Interview conducted by researcher on Tuesday, 31 March 2015 at 11.30 am. For detail looks transcript of interview number: 04/I/31-III/2015.

had good interaction and confident. While for the teacher cartoon media is very helpful in achieving the goals in teaching process.

b. The benefits for students

Some students have been interviewed and they get some benefits from cartoon media too. The some benefits that they had ideas, learning new vocabulary and training to focus. Sagti Ogtapiya Anggara Raya (the student of eighth grade “A” of SMPN 5 Ponorogo)⁷⁸ stated: “Benefits from this learning are I can get new vocabulary, more enjoy in learning and I often open the dictionary, so that I know more the meaning of new words. So, I’m interested in expressing my ideas in speaking.”⁷⁹

Elma Kharisma Dyah Ayu S. also said: “The use of cartoon media gives me ideas to practice speaking and I have motivation to study English. And it helps me to be more confident when I practice speaking.”⁸⁰

In addition, the other students mentioned the advantages of cartoon media they had got when used cartoon media were: he didn’t feel

⁷⁸ Documentation conducted by researcher on Saturday, 2 April 2015 at 10.45am. For detail looks transcript of documentation number: 09/D/2-IV/2015.

⁷⁹ Interview conducted by researcher on Thursday, 9 April 2015 at 10.15 am. For detail looks transcript of interview number 06/I/9-IV/2015.

⁸⁰ Interview conducted by researcher on Tuesday, 14 April 2015 at 10.00 am. For detail looks transcript of interview number: 07/I/14-IV/2015.

bored in English lessons, and made him more active in the classroom.

Wildan Doni Madyaratri said:

“There are some advantages from the use of cartoon media; I feel that I can understand the purpose and essence of the lesson from teacher easier. Not feel bored in English lesson, because the teacher provides the material in fun way. After watching cartoon, I have more ideas. So that I feel confident when practice speaking in front of the class”.⁸¹

Moreover, as the observation conducted by the researcher at the eighth grade students of SMPN 5 Ponorogo it could be known that the students enjoyed learning English. Besides that, by this media they learned English especially speaking easier and fun. The students could practice speaking; they also knew more the new vocabulary and had high motivation to learn English.

Based on all data above, the researcher concluded that the benefits of using cartoon media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo in academic year 2014/2015 that they could get interested in this lesson assisted them in developing their language skills, especially on speaking. So they enjoyed in lesson and more active in classroom.

⁸¹ Interview conducted by researcher on Friday, 18 April 2015 at 10.15am. For detail looks transcript of interview number: 08/I/18-IV/2015.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter the researcher discusses the result of the research was in the eighth students of SMPN 5 Ponorogo in academic year 2014/2015. The discussion gives explanation for the research problem which has been stated in chapter I as follow:

1. The Use of Cartoon Media in Teaching Speaking for the Eighth Grade Students of SMPN 5 Ponorogo.

Teaching is a process of helping students to understand new knowledge that they have never experiences and achieve the better understanding of something. Basically, everyone can be a teacher. To become a teacher need to know and understand how to make the teaching and learning process proceeds smoothly.

In teaching learning, a teacher must have principles in teaching. For example in presenting the lesson, the teacher should be able to create a variety of relationships in terms of lessons that students know the context of the material being studied. In discussing a particular subject, the teachers need to determine the point of discussion. So the teachers already have mastered the material. Therefore, teaching materials should be arranged in a logical and systematic. So it is easy for students to learn. One of the important principles in the teaching is all learning

activities should be evaluated to determine the extent to which the level of success that has been achieved.

Good quality education certainly due to a good education system as well. Teachers are expected to select and implement appropriate media in teaching and learning in class. Media selected and applied are should be appropriate to the learning objectives, learning materials such as the state of students' abilities, interest, and environment. Media also must be varied so it can attract students to learn and easier for students to understand the learning materials. Media chosen must be easy to operate and does not require complicated equipment. Therefore, media is very important in teaching and learning. Cartoon media is one of appropriate media in teaching speaking at the Eighth grade students of SMPN 5 Ponorogo.

The reasons of the teachers using cartoon media in teaching speaking is it suitable with the material that will be learn. By using this media, the students are easier to understand and record the material. Cartoon media that have ben chosen by the teacher must be selected with the considerations, were: the cartoon must be interesting. As was said on the theory that: a visually (cartoon) presented scenario provides the chief means of involving the learner in meaningful utterance and context.⁸² According to Clark, he was highlighted that cartoon can engage the attention of the learners and present information. Besides, cartoon has the potential

⁸² Stern H.H, *Fundamental Concepts of Language Teaching* (Oxford: Oxford university press, 1984), 466.

to encourage thinking process and discussion skills.⁸³ As the result, when the students watch the cartoon, they were not sleepy and boring. In fact they enjoyed and enthusiasm in learning process.

In using cartoon media in the classroom, Basyiruddin Usman said that: “the procedure of using cartoon media in the class as follow: 1) teacher preparing the lesson plan and class, 2) playing the cartoon, question and answer, and 3) making record in the form of small note of cartoon cop relation”.⁸⁴ And the result could be identified that the use of cartoon media in teaching speaking before starting the lesson, the teacher made such outline include: 1) standard competence and basic competence that was determined by the government, 2) indicator for teaching and learning process; In this indicator, the teacher would explain the basic skill that would be achieved, 3) the activities appropriate with teaching and learning process by using cartoon media.

The use of cartoon media in teaching speaking consist three steps; they are preparation, application, and evaluation.

a. Preparation

In preparation, it consists of many steps. The first step of preparation in using carton media in teaching speaking for the eighth grade students of SMPN 5 Ponorogo is preparing the lesson plan to describe the process teaching and learning. The result could be

⁸³ “The Turkish Online Journal of Educational Technology,” (October 2012), vol 11, issue 4.

⁸⁴ Basyiruddin Usman, *Media Pembelajaran* (Ciputat: PT. Intermasa, 2002), 97-98.

identified the use of cartoon media in teaching speaking: 1) the teacher entered the class, 2) the teacher made such outline including standard competence and basic competence that was determined by the government, 3) the teacher made indicators for teaching and learning process; in this indicator, the teacher would explain the basic skill that would be achieved, and 4) the teacher made activities that was appropriate with teaching and learning process through cartoon media.

The second one of preparation is preparing material. The material designed to support the teacher in developing students' ability based on school curriculum in order to create learning process more organized. In teaching and learning process, the teachers must prepare all of the materials before teach the students. The materials can be taken from books or non-text book. The teacher needed to be focus on designing material in order to make students became more interested and easier to understand the lesson. Then, the teacher explained the material based on slide show, picture, or others. In this case, the teacher explains the materials using cartoon media in teaching speaking.

The third one of preparation is preparing media that related with the material. As the researcher said before, to deliver the material, the teacher used cartoon media in teaching speaking. When

the teacher entered the class, she had to prepare the media before 45 minutes. She must select the cartoon that had duration not too long. Short cartoon sequences are between one and four minutes can yield a number of exercises, demonstrated a satisfying range language, are easier to manipulate, and can be highly motivating.⁸⁵

According to Rule and Ague, cartoon is preferred because it creates low affective filter atmosphere which cause high degree of motivation. The high confidence and motivation achieved through exposure to cartoon has the potential to enhance the memory. Rule and Ague also claimed that the students who use cartoon can improve different language skills and achieve higher test scores. However, they did not specify which language skill can be improved through great amount of exposure to cartoon.⁸⁶ Then the cartoon must be appropriated with the lesson plan, like The Brave Pig, Mouse Deer and Tiger, The Rabbit and The Tortoise, The Fox and The Crow that discussed the narrative text. The reason was the students could take the moral then would give benefits for the students.

b. Application

Teaching speaking using cartoon media for the Eighth grade students of SMPN 5 Ponorogo is started by 1) the teacher enters the

⁸⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 3rd edition), 283.

⁸⁶ "The Turkish Online Journal of Educational Technology," (October 2012), vol 11, issue 4.

class, 2) the teacher say greeting to the students, 3) the teacher check students attendance list; it's to know who was absents that day, 4) the teacher ask to the students about the previous lesson, and 5) the teacher give apperception to stimulate the students' prior knowledge by asking some questions that related with the new material.

As Basyiruddin Usman said that “the procedure of using cartoon media in the class as follow: the teacher prepares the lesson and class, then the teacher plays the cartoon, question and answer, and making record in the form of small note of cartoon cop relation.”⁸⁷ These activities were not relevant: the teacher explained the content of the cartoon to the students in order t give more understanding about the cartoon.

The main activity of teaching speaking used cartoon media for the Eighth grade students of SMPN 5 Ponorogo is the teacher gives material “narrative text.” After the teacher explained the material, then the teacher played the cartoon related with the material. The purpose of playing cartoon is to assist the students in conveying the message. When the students watched the cartoon entitled “the Fox and the Crow”, the teacher asked to the students: 1) what is cartoon tell about?, 2) what is the moral value can be taken from the story?. It same action when the teacher play other title of the cartoon. After

⁸⁷ Basyiruddin Usman, *Media Pembelajaran* (Ciputat: PT. Intermedia, 2002), 97-98.

gave some questions like above, the teacher ask the students to write the moral value in the monologue, new vocabularies, and also about the contents of the cartoon that will be discuss together with the teacher.

When the students watched the cartoon they would have ideas to speak. By using cartoon media students are able to develop critical thinking by evaluating what the students observe and invite the students to stand on their desk to see the world in different perspectives.⁸⁸ From their perspective the students were able to make material as storytelling.

Afterwards, after watching cartoon the students were asked some questions in order to know the understanding of the cartoon and practice speaking. The learners who had exposure to cartoon could produce oral answer that was proactive and interesting in different discussions held in the class. Moreover, the discussions were rich and the students had high confidence. It seems that the high confidence that the language learners acquired was due to exposure to cartoon which created low affective filter atmosphere for learning.

After they finished discussing the material, the teacher asked the students to identify the narrative text through cartoon media that

⁸⁸ Anderson Beatris Amaya, *Film in Composition: Developing Critical Thinking Skill Through The Study of Film in First-year Composition* (A Dissertation: Indiana University of Pennsylvania, 2008), 3.

was played by the teacher. By doing the discussion above, it can increase students' understanding about the narrative text. Then the students were asked to write the simplified story in order to practice writing, after that the teacher explained the grammar used in order to give understanding the structure of the sentences related the story. These activities could help the students in learning process more effective.

After the teacher had explained grammar, she asked to the students to tell story about the cartoon watched. As was said from the theory that: "cartoon also serves as the basis for oral presentations, especially when they are combined with the cartoon diverse cartoon resources now readily accessible on the internet, in short, cartoon provide an invaluable extension of what we might call the technologies of language acquisition that have been used to teach students the basics of English in Elementary school and high school".⁸⁹ So, the teacher made the cartoon as the material for storytelling, in order to practice speaking.

c. Evaluation

The next activity is the teacher gives evaluation and feedback from the performance the students. The purpose of giving feedback to

⁸⁹ Stewart David M, Film English: Using Films to Teach English Electronic Journal of English Education (Taiwan: National Central University), 24 May 2006

the students is to provide a judgments performance; it means that feedback can give good contribution to the students. Feedback can be oral or written.

In the last time, the teacher gave conclusion about the lesson and give motivation to the students. The teacher gave motivation in order to support students to review the lesson and instructed students to study hard at home. All of activities using multimedia by cartoon media. Besides watching, the students can listen and find new vocabularies, understand the meaning, and the students can know how to pronounce words.

Evaluation is a process to get information about the data of the students' ability in mastering the goal of the study. The teacher conducted evaluation in teaching and learning process is to know the result of using media in teaching and learning process, especially cartoon media in teaching speaking.

From the data above the researcher analyzed that the teaching speaking used cartoon media at SMPN 5 Ponorogo was implemented in class VIII"A" consist of 35 students. The implementation of this media was using cartoon and this media still need the better improvement from teacher to help students condition and motivation always in good state, and help the students to develop their speaking skill capability.

The researcher could analyze that the teacher used cartoon media as one of the instruments in employing student's ability in English language. It could be seen from procedure in cartoon media. Besides that, the analysis the use of cartoon media in teaching speaking was supported with the result of evaluation that showed students' ability in mastering speaking using cartoon media.

2. The Benefits of Cartoon Media in Teaching Speaking for the Eighth Grade Students of SMPN 5 Ponorogo.

In selection and using media must consider relevant aspect, it would be effective in teaching and learning process. One of way was using cartoon media. Media is an integral part of teaching to help students to understand the lesson. Media include physical equipment that used to deliver the learning material in the environment of students which can stimulate the students learn effectively.⁹⁰ It means that media was equipment to deliver the learning material to make students understand material easily.

Basically, the media in teaching speaking is important, but at the same time, the success of teaching and learning process depends on the media and strategy used. Using cartoon media in the class did not give burden to the students. For the first time when the teacher played the cartoon, the students showed the positive attitudes towards cartoon media. However, these achievements were not meant that the actions which were done by the teacher were already perfect and

⁹⁰ Daryanto, Media Pembelajaran (Yogyakarta: Gava Media, 2010),4

final, there were many things still needed to be improved. The use of cartoon media was not the only one of the ways to improve the students' speaking skill. It was improved by the teacher as long as she is willing to do better on his teaching, especially in teaching speaking. Where there is a will there is a way. She could use any media appropriate to the teaching speaking skill.

Cartoon media was one of interesting English media which helps the students to improve their skill especially speaking skill. One of the main advantages of cartoon is the students do not just hear language, they see it too.⁹¹ It's also allows students look situations far beyond their classroom. Cartoon media could help the students to express and practice speaking. It also helped the teacher to choose situation and environment based on theme of study, so students really motivated to improve their speaking skill.

By using cartoon media, the students could practice listening too, practicing listening toward expression through cartoon. The teacher hoped by using cartoon media, they not only watching but also listening the expression well of the cartoon. So, they could imitate the pronunciation. Besides that the students could practice writing. It toward writing the simplified story after watching the cartoon, in order to make students' writing ability became guided.

Cartoon media was probably the powerful media in teaching speaking to the students. Cartoon media was taught to students 2 x 45 minutes, for 4 meeting

⁹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 3rd edition), 282.

in two weeks. So, by using cartoon media can help students to practice their speaking.

When the teacher taught using cartoon media, the students' response wasn't good because the cartoon that was played by the teacher was less interesting. This cartoon was given to the students intentionally, with the aim is to know the students' motivation when they watched less interesting cartoon. And the result is many students were less ideas when practiced storytelling, because the cartoon did not give entertainment and emotion to the students. Because of these problems, the teacher had to prepare the interesting cartoon, so that the students had ideas to practice speaking and enjoyed in the classroom.

In short, the result showed that there were some benefits after doing an action. The benefits were not only the improvement in students' speaking ability, but also the students' attitudes toward speaking itself.

Here the benefits of using cartoon media as follows:

- a. This cartoon media could improve another English skill like grammar, pronunciation and mastering vocabulary.
- b. Cartoon media gave ideas as material to practice speaking through storytelling.
- c. Cartoon media helped to develop short-term memory before they practice storytelling.
- d. Cartoon media helped the students to build students' motivation to study.

- e. Cartoon media helped the students to be confident through storytelling.
- f. Cartoon media helped the students to practice listening and writing.

By considering improvements above, the researcher concluded that cartoon media could improve the students' speaking skill. But it needs a work hard and struggle from the teacher to achieve it, especially on the aspect of storytelling and mastering vocabulary in order to be better and lack in teaching and learning process.

In implementing cartoon media for the Eighth grade students of SMPN 5 Ponorogo needed much time to use in teaching and learning process, the use multimedia depend on the electricity, sometimes the equipment is broken, there are teacher who are less able to use multimedia and sometimes the students less control and only watch cartoon without pay attention to the material. So, the teacher had to prepare cartoon media before. When the teacher used cartoon with that time allocation, it felt less effective. Besides that, in using cartoon media, the teacher had to prepare cartoon related to the material which was interesting to watch and suitable with time allocation. The teacher needed more attentions and high motivations to guide the students in order to focus on watching cartoon, because some students were noisy and didn't pay attention. They annoyed their friends, so the class became not focus in learning process.

From here, it can be concluded that the teacher had to prepare the explicit material appropriate with the duration in lesson period. So, teaching and learning

process can run well and become effective. The teacher had to give motivation to the students and build enthusiasm in learning English especially in teaching speaking. Some the students felt enjoy and fun during the learning process.

STANPONOROGO

CHAPTER V

CLOSING

A. Conclusion

Having finished explaining the result of the study, the researcher drew two conclusions:

1. Cartoon media implemented in few activities. These are: first, the teacher introduces the topic and states the goal of the lesson, then gives apperception to stimulate the students' prior knowledge by asking them some questions related to the material. Second, the teacher plays the cartoon which relates with the lesson plan, and then she gives some questions to the students in order to review the story. After that she explains the content of the cartoon, and then she gives opportunity to the students to write the simplified story. So, they can practice writing. The next activity is explaining the grammar used. Third, the teacher asks the students to tell story in front of the class based on the cartoon watched. Fourth, the teacher gives evaluation and feedback from the students' performance.
2. The benefits of cartoon media in teaching speaking at SMPN 5 Ponorogo in academic year 2014/2015 cartoon media has improved the students' motivation and enthusiasm in learning speaking. It could be seen from their

positive attitudes towards active participation in speaking lesson conducted by the researcher. The students can practice listening and writing toward cartoon and they was interested when watching cartoon and have ideas as material to tell the story.

B. Recommendation

1. For institution

SMPN 5 Ponorogo should be encouraged and supported by English teachers to improve the quality in their teaching. It can be done by providing facilities needed both of teachers and students, so that the teaching and learning process will run well. Besides that, the institution should be hold regular meeting with the English teachers in order to discuss about the problems they faced and to find out the solution.

2. For teachers

Speaking is not an easy work since many students think that speaking is the most difficult skill to be learned. Consequently, teacher will face many obstacles during the teaching and learning process. Therefore, they should be careful in choosing the appropriate media that can both change of the students' attitude towards speaking and improve their students' speaking skill. One of the ways they can use is by applying cartoon media. Teachers should also give the simple example of good

speaking to the students as the model they can imitated, such as making group presentation, so that the presentation become guided and do not need much times. In addition, teachers should be active in giving guidance to the students since it will help them a lot.

3. For students

Good speaker is people who always practice in speaking and active in studying. By practicing speaking regularly, the students will achieve the best result and able to speak clearly. Besides that the students encourage to look for ideas from any information as the material when the students get telling story in the classroom.

4. The other researcher

This thesis can be useful for other researchers in order to improve students' English skill in listening.