

The Implementation of Cartoon Video to Improve the Eighth-Grade Students' Pronunciation Skill at SMP Negeri 12 Denpasar

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ABSTRACT

Pronunciation is one of the essential aspect that are based on oral and basic forms skill to speak English and other languages. Learning English pronunciation can help students to pronounce words and sentences correctly. Clear pronunciation makes it easy for students to understand and produce intelligible sounds, therefore pronunciation learning has become an important aspect in teaching. This research used the Classroom Action Research (CAR) methodology. The result showed that the best implementation of cartoon videos was proven to improve students' pronunciation skills. In order to achieve the best implementation of cartoon video to improve students' pronunciation skill, there were three factors that must be considered: Learning system, speech rate, and the students' frequency in practicing pronunciation. Besides, the findings also showed that most of the students had a positive perception of the use of cartoon videos in learning pronunciation. Most of the students felt helped in learning pronunciation using cartoon videos. They also felt more interested and motivated in pronunciation learning process. Therefore, it can be concluded that the cartoon videos was the suitable media to teach pronunciation and had been proven to improve students' pronunciation skills through its best implementation.

Keyword: *Pronunciation, CAR, Cartoon Video*

A. Introduction

English is an international language that needs to be taught for the purpose of integrating and advancing science, technology, art, culture and international relations (Putra, 2021). English is used by many people around the world to communicate both in spoken and written interactions. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Seeing that English is an international language, our government has determined that English is the first foreign language in Indonesia.

There are four skills that must be mastered in learning English, namely listening, speaking, writing, and reading. In addition to the four skills above, there are four more skills that must be mastered, which are called "micro skills" and consist of grammar,

vocabulary, and spelling, pronunciation (Aydoğan, 2014). Pronunciation is one of the essential nouns that are based on oral and basic forms skill to speak English and other languages. Learning English pronunciation can help students to pronounce words and sentences correctly. Clear pronunciation makes it easy for students to understand and produce intelligible sounds, therefore pronunciation learning has become an important aspect in teaching (Prashant, 2018). However, it is common to make mistakes in pronouncing English as a foreign language. Especially in the early stages of the second and foreign language learning process. In most languages, including Indonesian, the pronunciation follows a predictable rule but not in English. English is definitely placed among the most annoying languages when it comes to pronunciation and it causes so many problems for learners (Ariyani et al., 2018).

The same case also occurred at SMP Negeri 12 Denpasar, where students always found difficulties in pronouncing English words. English is one of the difficult subjects for them, especially in pronunciation. Based on preliminary research at SMP Negeri 12 Denpasar, it showed that 76% of students could not achieve the target score (KKM) of English subject. Based on the researcher's observation and interview with the students, they were mostly having problems in speaking especially in the micro skill of pronunciation. They usually read in whispers because they were worried if they made mistakes in pronunciation. They have difficulty especially in English vowel sounds. In producing different sounds, learners are sometimes influenced by the process of the mother tongue that is often used. The interference of mother tongue processes affects imitation. Therefore, mistakes in mastering a new language are unavoidable. For example, they might say the word "time" like [tim] instead of [taim], another example is when they say the word "like" they said [lik] instead of [laik].

In the teaching and learning process, students rarely get practice on pronunciation. In teaching, the teacher only reads the text, explains the material and asks students to read and answer questions individually or in pairs without explaining how to pronounce it well. So, when the teacher asks them to read the text the students feel shy and worried about their pronunciation and they always read in a whisper. Smart students listen to the teacher and do assignments easily, while others who don't understand what the teacher explains will have difficulty doing the assignments, so they

are not interested in doing assignments and copying their friends' answers without understanding them. Not all students play an active role in this teaching and learning process, especially when the teacher asks them to read the text, they are bored because they always get the same instructions from the teacher. Based on the interview with students, students were less interested and less motivated in learning because of the media the teacher used that was less varied. Therefore, there were many passive learners in the classroom during the teaching and learning process.

There are several studies that were focused in investigating pronunciation problems (Pratama, 2019; Safitri, 2019; Pamungkas & Rochsantiningsih, 2019). In Pratama, (2019), he found that students had lack of pronunciation, which was caused by a lack of students' attention to the lessons being taught. In his research, Pratama, (2019) decided to overcome students' pronunciation problems by using alternative media in the form of cartoon conversation videos. While, in Safitri, (2019) it was also found students' pronunciation problems. Students felt afraid to speak actively, pronounce words, and they were afraid to make mistakes especially if they had to communicate using English as their foreign language. They got bored easily to study and to do practice. Safitri, (2019) solved those problems using English song to teach pronunciation and improve their pronunciation skills. In Pamungkas & Rochsantiningsih, (2019), they found problems that students' speaking ability is quite low. They still made some mistakes in their speech such as wrong pronunciation, many pauses in their direct speech, and confused to use the correct tenses. Based on the test results, the pronunciation score is the lowest among the five aspects of speaking. Therefore, they decided to choose Dubbing Video media to improve students' pronunciation skill.

Based on the aforementioned studies, the best method that would suit the identified problem of this research is cartoon video. The reasons were, firstly, that in this research the details of the problem lied in students who were less interested in the media used to teach pronunciation. This was the same as the details of the problem in the Pratama, (2019) research, which found the fact that the media used by the teacher could not attract students' attention in learning pronunciation. In addition, in the Pratama, (2019) research, the research subject was similar to the subject in this research.

In Pratama, (2019) research, he investigated the pronunciation skills of second year students at junior high school which was the same with this research that also investigate the pronunciation skills of second year students at junior high school. For these reasons, the researcher decided to use cartoon video as the media to solve the students' pronunciation problems.

Video had been already used in several researches to ensure its implementation. According to Afrizal & Putra, (2018) video is one of the most widely used media to improve students' pronunciation. Most of the students agreed that videos were very helpful in getting them to talk more in the classroom. Most of the students expressed their agreement that the video was able to increase their motivation to learn correct pronunciation. In addition, Rahmawati, (2020) in her research also found that animation videos increased students' interest and motivation in learning pronunciation. The data showed that most of the students agree that animation videos could attract their interest and increase their motivation in learning pronunciation. This means that cartoon video as one of the types of animation video increase students' motivation and interest in learning pronunciation so as to increase their pronunciation skill. More specifically, the cartoon video also had already been used in several research. Zarifa, (2021) in her research proved that cartoon could enhance relationship between teacher and learners as cartoons could create a light and playful mood and learners were basically prone to learn new ideas from their sources of entertainment rather than formal instruction. Watching cartoons helped learners to improve their pronunciation, vocabulary and their speaking ability. Learners would be engaged in the dialogues of the significant scenes in the cartoons. They imitated the characters and speak fluently as the characters do. In addition, in Pratama, (2019) research also found the fact that cartoon videos can make students interested in learning English. Cartoon has attractive graphics and makes students focus on learning English. In the cartoon videos there are original voices from native speakers and there are subtitles which make it easy to check each word and make students interested in learning English.

Through the implementation of Cartoon Video, it is expected that students can receive lessons well especially on pronunciation. Therefore, this research aims to solve the problem of pronunciation for eighth-grade students at SMP Negeri 12 Denpasar.

Based on the explanation above, the researcher is interested in conducting research entitled "The implementation of cartoon video to improve the eighth-grade students' pronunciation skills at SMP Negeri 12 Denpasar".

B. Research Method

Teachers need media to teach in the process of learning activities in the classroom. In this research, the researcher decided to use the Classroom Action Research (CAR) methodology. This research is direct research in the classroom which is usually carried out by someone who is familiar with the students' skills and class conditions. This research method has a very important role to solve students' problems and improve the quality of students. According to Susilowati, (2018), Classroom action research is a powerful tool for teachers to use long-established models, methods, strategies or learning techniques. Because by doing classroom action research, it means that efforts have been made to improve and improve learning models, methods, strategies or techniques. The data needed for this research was gathered from the eighth-grade students at SMP Negeri 12 Denpasar especially in class VIII D. The research carried out in the cycle included four stages: planning, action, observation, and reflection (Kemmis & McTaggart, 1988).

This classroom action research aims to improve the quality or solve problems in a group of subjects studied and observe the level of success or consequences of their actions, to then be given follow-up actions that are perfecting actions or adjustments to conditions and situations so that better results are obtained. To get an idea of how this research was carried out using the basic model of Classroom Action Research (CAR) according to Kemmis & McTaggart, (1988).

C. Research Finding and Discussion

Based on the data of the preliminary test, it was showed that the data of students' score that was 10 students reached the target score, that only 24% subjects could reach the target score and 32 students were failed to reach the target score, those 76% subjects could not reach the target score that was 70. The mean score of the students was 60, so it can be concluded that the success indicator of the students' mean score which was 70 had not been achieved.

Based on the result of preliminary data the classroom action research cycle was started, of which the cycle consists of planning, actions, observation and reflection. The students' test result gathered through the test that was given to the students at the end of every cycle, and the students' perception was gathered through close-ended and open-ended questionnaires, while the activity data was gathered from the observation in learning activity. The first cycle was expected to generate suitable steps of using cartoon video media in teaching pronunciation of recount texts.

The reflection section will be explained based on the collected data from the observation which consist of observation checklist, test, and questionnaire. Firstly, it was found that the students had a lack of initiative to try practicing pronunciation using cartoon video so they did not have enough opportunity to practice. Based on the data of the observation checklist in cycle I, it was found that the students were not active yet in the learning activity, and the students were still not confident in practicing in the pronunciation practice.

Most of the students still made more mistakes in pronouncing words. Nevertheless, there were still a few students who had made fewer mistakes which had pronounced more words correctly. From the data of the test, it was found that 45% students could reach the target score. This had increased compared to the test results in the pre-cycle that were only 24% students could reach the target score, however 55% of them which means more than half of the students still failed to reach the target score.

Based on the data of questionnaire, it was found that less than half of the students had a strong positive perception of the use of cartoon video. Based on the result of open-ended questionnaire, that was because were some problems that they faced during online learning system. The obstacle they experienced during online leaning was signal interference. The signal interference was what made students less able to hear the audio clearly. In addition to signal interference, students also stated that the video used had too fast speech rate. They suggested using the video that had a slower speech rate so they could hear the audio clearly.

In conclusion, the first cycle had not been able to achieve the success indicator because the result of the students' activity had not achieved >75% and the students' mean score of pronunciation test had not achieved 70. Then, researcher planned to

conduct the second cycle and observation to know the best implementation of cartoon video to improve students' pronunciation skill. In cycle II the researcher used the cartoon video media through offline meeting, and using video with a slower speech rate. The researcher also used the technique of providing feedback in the form of rewards and punishments to students in order to make them more motivated in practicing pronunciation.

Based on the data of the observation checklist in cycle II, it was found that the students were more active in practicing pronunciation than in cycle I. Therefore, they had enough opportunity to practice pronunciation. In addition, the students always pay attention towards the cartoon video and the teacher explanation. They were more enthusiastic in learning English. The data showed that the total score of the observation checklist was 90%. It means that that students' activities were increasing when using cartoon video, and it can be concluded that the success indicator already been achieved. Most of the students already made fewer mistakes in pronouncing words. From the data of the test, it was found that 95% students could reach the target score. This had increased compared to the test results in the cycle I that was only 45% students could reach the target score. It can be concluded that the success indicator of the students' pronunciation scores already achieved. Based on the data of questionnaire, it was found that the majority of the students had a strong positive perception of the use of cartoon video. Based on the result of open-ended questionnaire, there were no more students complained about the speech rate of the video like in cycle I because in cycle II the learning activity were carried out offline.

Through pre-cycle, cycle I, and cycle II, the researcher could investigate the best implementation of cartoon video in order to improve students' pronunciation skill. The researcher found the fact that there were three factors that must be considered in order to maximize the implementation of cartoon video to improve students' pronunciation skills, namely: First, the learning system is divided into two categories, namely offline or conventional learning system (face-to-face learning between teacher and students) and online learning systems (learning using electronic and network tools). Cartoon video media can be applied through two learning systems namely offline and online.

In its implementation in the first cycle of this study, the researcher used an online system where learning was carried out through an online learning application called Google Meet. In the first cycle, some students complained that the cartoon video presented did not play smoothly. Through the data from the open-ended questionnaire it was found that this because students have problems with internet signals. These obstacles then cause some students sometimes could not listen to the video clearly because the video did not play clearly. Based on these findings, it can be concluded that the learning system can affect the implementation of the learning media used in this research which cartoon video media. Seeing those online learning problems, the research can conclude that cartoon video would be less effective if it was implemented through online learning. From the findings of this research, the suitable learning system used to teach using video media especially cartoon video, was an offline learning system.

Second, speech rate means the speed of speech. In a cartoon video there was also a speech rate. When students watch the video and aim to be able to pronounce the pronunciation in the video correctly, first they must listen to the pronunciation in the video properly. Therefore, here is also required listening skill of the students. In this research, it was found that the speech rate affected students' understanding of the pronunciation in the video. Therefore, it can also be said that the speech rate of the video can affect the implementation of cartoon video in order to improve students' pronunciation skill. In the first cycle, the researcher used cartoon video with a speech rate of 120 words per minute. Based on the results of the open-ended questionnaire, it was found that there were some students who could not clearly catch the pronunciation in the cartoon video. Some of them then suggested using video with a slower speech rate. Therefore, in the second cycle, the researcher used a cartoon video with a speech rate of 70 words per minute, which could be categorized as a slow speech rate. As a result, it can be seen from the increased student pronunciation scores, students could hear and understand clearly the pronunciation in the cartoon video. Based on these findings, it can be concluded that speech rate affects students' understanding of pronunciation and also affects the effectiveness of implementing cartoon videos in improving students' pronunciation skills.

Therefore, the researcher could conclude that the speech rate of the cartoon video had a slower speech rate (an average of 70 minutes per second) in order to optimize the implementation of cartoon video to improve students' pronunciation skill. However, the speech rate of the video should be adjusted based on the students' skill. Based on the results of observations in the first cycle, student activity was still lacking, especially in terms of pronunciation exercises. In fact, in every meeting there is always a pronunciation practice using cartoon videos. The lack of practice can then hinder students' opportunities to improve their pronunciation skills, and as evidenced by the test results in the first cycle as many as 55% of students failed to achieve the target pronunciation score. However, in the second cycle, most of the students were active, especially in pronunciation exercises. As a result, 95% of students managed to achieve and pass the target score. Through these findings, it can be concluded that the frequency of student practice affects the implementation of cartoon video to improve students' pronunciation skill.

Understandable pronunciation is an important component of communicative competence. With this in mind, teachers should set attainable goals that are applicable and appropriate for the communication needs of learners. Pronunciation teaching should aim at comprehensible pronunciation and teachers can actively encourage their students' actual production, building pronunciation awareness and practice. Pronunciation instructions are very important because they are the main source of understanding. If students cannot pronounce the correct version of the word, then they cannot communicate properly. Teaching pronunciation helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively. Based on those findings, the researcher could conclude that the students should active in practicing pronunciation in order to optimize the implementation of cartoon video to improve students' pronunciation skill.

D. Conclusion

Based on the discussion after analyzing the data in the previous chapter, the researcher concluded that the best implementation of cartoon videos was proven to improve students' pronunciation skills. In order to achieve the best implementation of

cartoon video to improve students' pronunciation skill, there were three factors that must be considered: Learning system, speech rate, and the students' frequency in practicing pronunciation. Besides, the findings also showed that most of the students had a positive perception of the use of cartoon videos in learning pronunciation. Most of the students felt helped in learning pronunciation using cartoon videos. They also felt more interested and motivated in pronunciation learning process. Therefore, it can be concluded that the cartoon videos was the suitable media to teach pronunciation and had been proven to improve students' pronunciation skills through its best implementation.

However, there were still weaknesses of this research which the researcher which the researcher had not been able to overcome the problem of using cartoon videos in online learning system. Therefore, the researcher suggests for the further researcher who will do the similar research to overcome this problem by distributing video links to the students first before the class begin, so they can watch it directly through their phone.

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