

Cartoon Movies as Learning Media on Speaking Monologue at Junior Islamic High School Al-Ihsan Kalijareng, Jombang

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Introduction

Background Of The Study

- English Language

Boundaries of language represent the boundaries of the world, in order to know the use of language in its context as well as English is widely used with varying purposes: thinking, speaking, writing, various media (H. Drachsler 2012)

Where English rose to become the most widely spoken language on this technological era (E. Putra, 2020)

- Speaking

English speaking proficiency has been rapidly rising recently as a result of English's growing importance as a language for international communication (S. Wright 2016)

Introduction

Background Of The Study

- **Cartoon Movie**

Visualization media get more students' focus quickly rather than others based on (Nurnaningsih 2018). The initial three ideas are from (Kabapinar, 2005) in other words Cartoons can be used as media learning across all levels of English learning in classroom management.

- **Monologue**

Through monologue, students are trained to improvise in some of the aspects in harmony and then gain confidence. Monologues had different aspects and also interpreted monologues to become a means of escape from everyday life and a quest for novel experiences (A. Sinfield, 2014)

Research Question

The process of the teacher's understanding of the essential changes is still continuing and has not been implemented yet, without common limitations and insufficient facilities, teachers at MTS Al Ihsan cannot fulfill English learning well. Based on the reason above, the researcher is interested in conducting research to find the extent of cartoon movies on speaking ability's students MTs Al-Ihsan. Thus, the researcher proposed a research proposal "Carton Movie As Learning Media On Speaking Monologue at MTs Al-Ihsan Kalijareng, Jombang"

Metode

Research Design

The research in this study is experimental research. The research design used was a pre-experiment design with a type one group pre-test and post-test design.

Research Settings

This study is conducted at Islamic Junior High School MTS Al-Ihsan located in Kalikejambon, Kalijareng village of the East Jombang Java District.

Source Data

The population of the study were all of the student on 8th grade of MTs AL-IHSAN consist of 25-30 students for each class, so the total are 128 students. And the sample of this research are the 27 students from class 8B

Metode

Data Collection Technique

In the classroom, cartoons serve as a learning media to help students at MTs Al-Ihsan achieve their educational goals. As Situmorang [19] states that a research instrument is a tool used to collect data. Pre-test, treatment, and post-test tests are the series of stimuli utilized in this study to collect data.

Research Analysis

The second semester of the school year 2023-2024 is use to carry out this research. Before beginning the research, the students discussed the cartoons they enjoyed and found entertaining, and their suggestions by looking for the title of the cartoon movie. In this way, the research's usage of cartoon movie, the movie that used is "Ponyo". The Component analysis is carried out using the dialogue in a cartoon movie. The achievement test's item is to analyze the speaking ability of 8B students in Al-Ihsan are increasing with different and uncommon media that apply as well as brown point out,

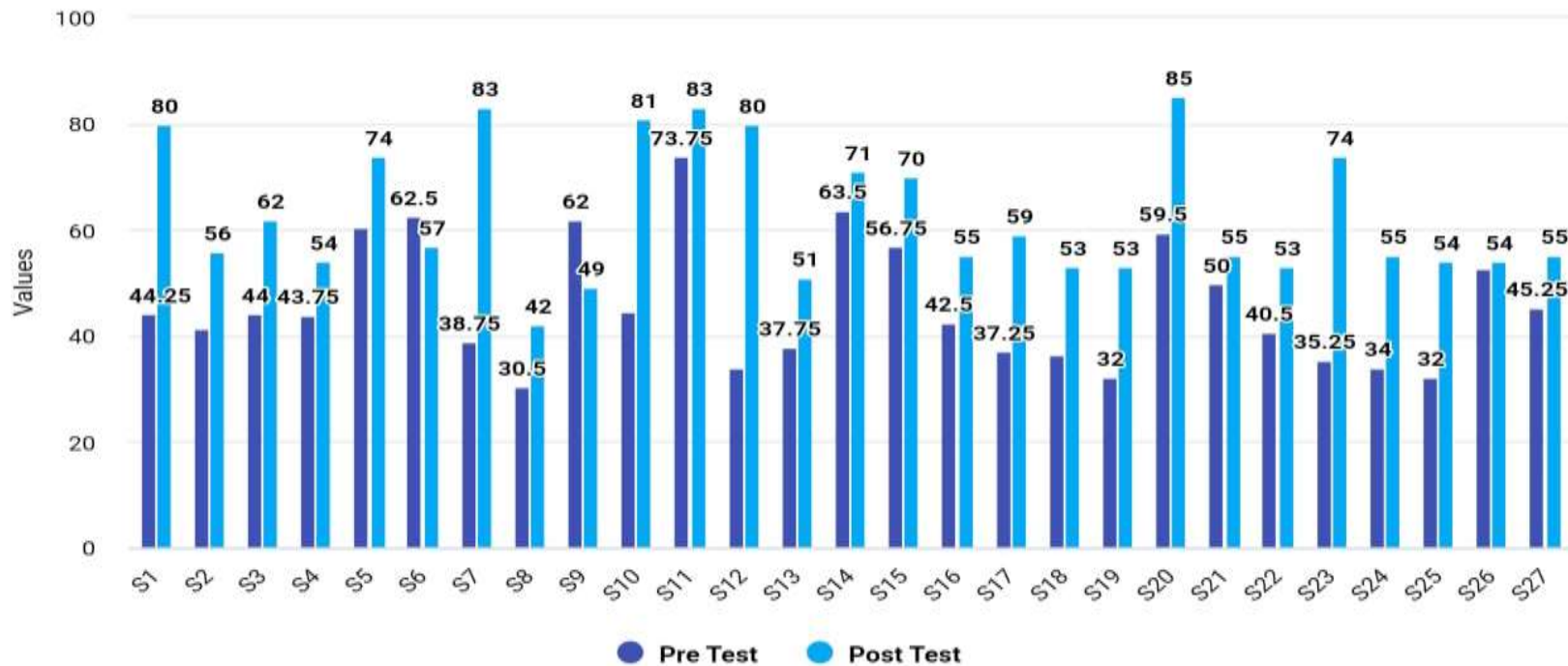
Classify The Students' Scores (Brown,2004)

No.	Score	Classification
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	46-55	Poor

Findings

The pretest and posttest results demonstrate a benchmark for comparing and discussing the results. Test results for the students are dilatable with three meetings comprising two hours of learning, or fixed of 80 minutes each class activity per week. Findings from tests conducted prior to and following the test provide the following benchmark for comparing and discussing

Graphic



Findings

Table 6.

Paired Sample T-test

No	One Group Test	N	Mean	Std.Dev	t	df	Sig (2 tailed)
1.	Pre-test	29	44.1071	14.061	-6.487	26	.000
2.	Post-test	29	58,45				

Table 7

Participants' performance on the pretest and posttest with the range across the criteria

The Criteria	General mean of the student scores on pre test	General mean of the student scores on the post test	Range	Sig (2 tailed)
Mention five Vocabulary from the movie	44.2	53.3	9.1	
Perform the dialogue	41.2	53.3	9.1	
Stating Tenses used in Movie	41.8	52.6	10.8	
Fluency	42.9	52.6	9.7	
Total	170.3	212		.001

Findings

Interview

- Excerpt 1

If I thought that studying with the film was interesting in class would be more fun.

- Excerpt 2

The study with the film was interesting with a new concept but if I just enjoyed the film more and paid less attention to the others, especially English.

- Excerpt 3

Even though I found English education to be fascinating, I never used to study it at home, but

now I really enjoy it.

- Excerpt 4

It would be so fun to watch a movie if you never have a teacher to teach you that you have a great atmosphere in class.

- Excerpt 5

It may be a longer time for English next time, as it turns out to be very pleasant in English.

- Excerpt 6

Although I think is entertaining and that the

classroom climate fluctuates, I don't enjoy it since it makes it difficult for me to concentrate.

- Excerpt 7

Very good with the media, but just be a movie fare mom, or not use any other type of film because I like that kind of action

Discussion

In the previous study the greatest improvement was building in Junior High School at Aceh, there was a difference in speaking achievement between the two classes of sample after the treatment was conducted in one of them, as shown by the T-test result, which showed that the experiment class received a higher score (14.38) than the control class (4.55). In other word it is suggests that using cartoon movies as a media for speaking instruction has helped the learner to improve their speaking ability as well as Fata. In this research literature declare that children between the ages of 13 and 17, when cartoons start to amuse them, audio-visual aids like cartoon movies that supply the true target language can be an excellent media to improve speaking English skills student in Aceh.

Researchers were conducting studies, and the outcomes that they found were diverse. Cartoons employed as a tool to enhance students English language proficiency did not have a significant impact. Cartoons may bring benefit some other student as seen by the improvements that some of them experiences in class.

Conclusion

The value of the lesson as a whole is not considerably impacted by the usage of cartoons. The environment and condition of the learner should also be compared. According to their marks and interviews, the eighth graders and students at MTS Al Ihsan are very enthusiastic in class, actively support the educational drive, and have more to offer than just speaking skills. It appears that students and students at MTS al-Ihsan have a low consciousness and interest in English, but it is not clear if their English value is also below average. This is in contrast to earlier research that utilize cartoon films

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