

IMPROVING STUDENTS SPEAKING SKILL THROUGH THE SIMPSON CARTOON SERIES

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Abstract

This research is motivated by observational data which shows that the acquisition of student learning outcomes in English subjects, especially in the field of speaking, is very low. To respond to this, the researchers conducted classroom action research that aims to improve student learning outcomes. The objectives to be achieved in this study include: (1) knowing the implementation of the discussion method in improving student learning outcomes. (2) knowing student learning outcomes with the method of discussion on students. This research is a classroom action research with descriptive methods and quantitative data. (3) knowing the improvement of students' speaking skills through the Simpson cartoon. This research was conducted in class 10 with 15 students. This study measures all areas of learning outcomes. The results showed an increase in each domain in each cycle. With the discussion method and through the Simpsons cartoon, students get direct learning experiences so that learning is more interesting and can improve student learning outcomes. From the data, it is recommended that teachers use the discussion method, especially through cartoon series in learning English, especially speaking skills for high school students to improve student learning outcomes.

Keywords: *Learning outcomes, speaking skills, The Simpson cartoon*

Introduction

Language and especially speaking, are cultural products. People use language to interact with other people and they speak for it because literary works describe social reality. For some teachers who will use speaking in their English class, they need vocabulary and pronunciation competence. Sepahvand (2014: 1847) argues that there are several reasons for placing speaking as the first goal of studies, such as personal satisfaction in being able to speak and reaching out to other people's interests or career goals.

Then Tahir (2015: 174) said that someone is considered successful in learning a foreign language. Speaking as an example of usability is part of reciprocal exchanges in which receivers and producers play a role in this perspective; speaking skills involve both receptive and productive participation. According to Thornbury (2005: 10), speaking is an ability to manage turn-taking on the use of production strategies such as filling pauses also contributes to fluency at the same time as they are speaking as well as take the contribution other speakers are making to talk both linguistically and paralinguistic

Theory suggests that speaking is a reciprocal exchange to manage turn - take it. involving production skills and speaking interaction skills both linguistically and paralinguistically. Thus speaking is used to express their ideas and to communicate with others, when people can perform reading skills; Skills. listen and write skills alone without someone joining them, then anyway, in speaking, people skills need an interlocutor to do this activity.

Students are required to be more active and responsive to industry changes at national and international levels. Therefore, students must have competency standards to learn English at an international and regional level. Competency-based general English curriculum states that competency standards are prepared to improve the quality and ability of the English language that can communicate with the public orally and in writing. Learning English is done by integrating the system of four language skills described by real-life conditions which in the end in the learning plan competence that can behave both verbally and in written form in communicative activities with others successfully.

Based on previous research conducted in SMK NU Temanggung, researchers found problems related to the low speaking ability of students. The problem is divided into two indicators, they are language and learning environment. The first indicator comes from a spoken language such as mispronunciation, indicated by words such as "sea" and "see", students have difficulty understanding grammar. It was shown when they wrote the dialogue on the paper. They could not control their grammar when they tried to make some interrogative sentences such as "what are you doing?" The other difficulty was the student's lack of vocabulary, so the learners got difficulty speaking well. It was shown when they made a dialogue they would repeat one word many times, such as "Okay" they did not change to the other word such as "alright, well, of course"

The second indicator comes from the learning environment. They feel ashamed and afraid to speak English. It is proven when the teacher appoints them to read text, they are nervous. Furthermore, they never practice and also they always use their mother tongue when teaching the learning process. They always say it's hard to speak English. The latter indicators are in the speaking class, some of which are on passive students. They will be silent when the teacher asks them to ask some questions in the discussion section.

The sources of problems also came from three parts. They came from the students, the teacher, and the material. From the students, most of them were not interested in joining the English lesson because they thought English was one of the most difficult lessons. It was shown that when the teacher gave them an assignment they would tell that it was difficult and they could not do it. Secondly, the teacher did not use a variety of teaching methods, then the students felt bored and not interested in joining the lesson. It was shown by the result of pre-observation.

During the teaching and learning process, students seem bored because the teacher does not communicate with students well. No jokes during the teaching and learning process and making boring classroom situations. Lastly, from the material, that teaching material that is given by a monotonous teacher then students feel bored and also the teaching method is teacher-centered, making students passive.

Observing these conditions, researchers are interested in changing these conditions through The Simpson cartoon series to solve student problems with speaking skills in SMK NU Temanggung. The purposes of the research are: first, the use of the direct interview type to improve the students' speaking skills and second, the strength and weaknesses of the direct interview type when it is implemented in the speaking class.

Moreover, Widdowson (1996: 64) states that speaking is a kind of tactical maneuvering that can be characterized as an overtly interactive manner of communicating, which means that talking is reciprocal because it takes the form of an exchange between two or more participants with each participant taking turns to say something. Any misunderstandings which arise can be cleared up in the process of the interactions with the other interlocutors, which means that they can afford to be imprecise and explicit and clarify then modify their meanings as they go along according to how what they say is received.

To sum up, all of the theories above can be taken to the conclusion that the Simpson cartoon series is a means of gathering data to establish specific purposes through audio and video animation that can improve speaking and listening skills. Stephanie Gillis says story ideas for The Simpsons usually arise from discussions between writers. They talk about many issues that occur in various parts of the world which are then poured into stories in a humorous way.

It is divided into three aspects. They are 1) watching cartoon series is more useful in discovering attitudes, feelings, thoughts, beliefs, and what binds them together. 2) watching cartoon series encourages the use of all kinds and types of questions. 3) The nature of watching

cartoons generally does not permit any kind of selectivity except in phrasing some questions.

Method

The method in this research is classroom action research. Classroom action research is used to improve the learning process in class. The ultimate goal of implementing classroom action research is to produce an improvement in the learning process. For this reason, classroom action research activities are not only carried out at one research stage. Research purposes Classes are aimed at improving the quality of learning as well as helping to empower teachers in solving school learning problems. According to Wiriaatmadja (2005, p. 13), Classroom Action Research is how a group of teachers can organize their learning practice conditions and learn from their own experiences. CAR is part of qualitative research. CAR is a form of inquiry study that includes qualitative research in emancipatory action as a micro- study to build concrete and practical expressions in a changing social or educational world to improve and improve the quality of the performance of its practitioners.

The sampling technique used in this research is accidental sampling. Which is a sampling method by taking respondents who happen to be available or available somewhere according to the research context (Notoatmodjo, 2010). The population of this study was students of SMK NU Temanggung. Overall, the total student population of SMK NU Temanggung is 83 students, but the students who were still active in school when the research took place were 48 students because 35 grade 12 students had graduated. Based on the solving calculation formula, the total sample needed in this study was 20 students, while the author only got a sample of 15 students. Following the multiple regression requirements according to Pallant (2011), it is stated that the number of samples needed for the analysis with two independent variables is 10 samples, so the number of samples collected still meets the multiple regression test requirements.

Finding and Discussion

Based on a series of processes and tests carried out, it is known that improving speaking skills through the Simpsons cartoon is very influential on the development of students' speaking skills found a way how students can overcome shyness to speak up and overcome boredom by watching cartoons. The Simpson cartoon series is a means of gathering data to establish specific purposes through audio and video animation that can improve speaking and listening skills. Stephanie Gillis says story ideas for The Simpsons usually arise from discussions between writers.

They talk about many issues that occur in various parts of the world which are then poured into stories humorously, especially Simpson's perceptions about learning speaking by watching cartoons are 14.5%, while 85.5% of other factors are thought to be because students help and support each other. The flow of the research is first, the teacher delivers the material using the Simpson cartoon series method. The teacher provides a video clip in the episode that talks about The Simpsons meeting the planet express crew who are coming to Springfield in the present day to stop them from destroying the future. This cartoon is an English series for children wrapped in comedy, so it's not surprising that it is suitable for grade 10. Through this video, students learn to pronounce and also get a lot of new vocabulary.

Secondly, the students' responses were very exciting and happy because, apart from the funny cartoons, they also enjoyed learning while watching. Moreover, the students listened to the dialogue between the actors and they also practiced and recited. Last, the content of the material in the video also contains several tenses, namely the simple present and the future present tense which helps students who have had difficulty with grammar. It can be seen from the content alone that the video tells of The Simpson meeting the planet express crew who

came to Springfield in the present time to stop them from destroying the future.

Conclusion and Suggestions

Based on the research above, it can be concluded that this method helps students to improve their speaking skills. It can be seen from the students who from the beginning were bored and embarrassed to learning English, especially speaking. Now they are more active and enterprising. They also don't get bored learning to speak because they learn by watching videos as well as listening to audio from The Simpson cartoon series. Then two indications of the problems we have discussed are also resolved, such as problem 1. They experience mispronunciation but are now getting better in terms of pronunciation. The second is coming from the learning environment, but it is also resolved and getting better because the environment now supports each other in learning English. Suggestions for schools, this research is expected to be used as a reference in improving skills, especially speaking skills so that students can express their thoughts. They use foreign languages, especially English. Suggestions for students, this research is expected to provide information on how to improve speaking skills in a fun and not boring way. Suggestions for further researchers, context, research population, and research objectives aimed at students of SMK NU Temanggung, so this research only can be generalized to students of SMK NU Temanggung. Need to review again what factors affect their speaking skills, besides that it is hoped that they will better understand the theory of each variable so that they can make good measuring tools.

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