AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILLS THROUGH CARTOON MOVIE

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INTRODUCTION

English is an international language used to communicate both orally and in writing. Language is used to convey messages from the communicator to the communicant. Language is used to express the feelings we feel to others. In the world many languages are spoken. Although we have different languages, it does not prevent us from communicating. Speaking is one of the skills that exist in the English language. To be able to speak English fluently, students must know the reason why they must be able to speak English. As well as the teacher must know how to teach students to speak a pleasant English language. Speaking well is characterized by students being able to speak fluently and confidently. But many students feel embarrassed and unconfident when communicating using English. Based on the information above, researchers know that there are several lower-level students at the National English Center Jakarta who have difficulty in communicating with English.

There are several problems that make it difficult for students to communicate with English, one of which is self-confidence. The way the teacher teaches speaking skills also greatly affects students. As an alternative to solving the problem of students' skills in speaking English,

researchers tried to apply watching cartoon movies in the learning process of speaking skills. Cartoon movie is movie played by animated images. Cartoon movies are not played by humans, but use media such as computers and graphic design.

There are many benefits obtained from watching cartoon movies such as educating students to have positive characters, increasing children's creativity to draw, improving students' cognitive development, strengthening imagination, increasing children's immunity to be healthier. Watching cartoon movies can also enrich students' vocabulary and can model for English pronunciation correctly. Researchers think that by using cartoon movies in the process of learning and teaching speaking skills, the class will be more fun. When the students are happy, then the lessons given will be easily well received.

Furthermore, the teaching and learning process uses special strategies. This strategy also determines the success of the teaching and learning process. Teaching strategies are methods that teachers use in the teaching and learning process to achieve certain goals. Choosing the right strategy can make students easily accept learning. Speaking strategies are also very important to analyze to find out what factors are faced by students. Teachers must be able to apply the right strategies in the process of teaching speaking skills. Because the right strategies influence students' success in English language skills.

Based on the description above, showing the teacher's strategy in teaching speaking skills is very important. In addition, researchers are also interested in students' responses to teacher strategies in teaching English. From this reason, researchers conducted a study entitled "An Analysis of Teacher's Strategies in Teaching Speaking Skill through Cartoon Movie at the Lower Level Students of National English Centre Jakarta". According to Nurdyansyah (2016:2) learning strategy is a model that is planned on learning including methods or techniques that are created by teachers. Based on the definition above, this means that strategy is used by the teacher in learning processes to think, solve problems and make decisions to achieve the goal in the teaching learning process. Teachers create many strategies in the classroom in order to help learners with reading difficulties so that they can read and comprehend the text efficiently.

Many learning strategies can be used effectively to develop comprehension skills. Effective teaching necessitates an understanding of, and ability to use, a variety of methods in the teaching learning process. Many strategies may be applied to the class to make the situation active. Therefore, teachers should try to create listening skills that are interesting, enjoyable, meaningful, and challenging. Taba developed a Grades 1 through 8 social studies curriculum organized around teaching-learning units (Taba, 1962). In the process, a curriculum model evolved that is applicable to many types of curricula and that can be used in many different kinds of school settings and school levels: elementary school, middle school, and high school. The model includes an organization of, and relationships among, five mutually interactive elements: objectives, content, learning experiences, teaching strategies, and evaluative measures so that a system of teaching and learning is represented.

METHOD
The method used in this study is descriptive qualitative. Qualitative descriptive research includes research in the type of qualitative research. Qualitative research is one that is descriptive and tends to use analysis. The type of approach in this study is a case study.

Researchers use this method to understand and adjust the problem being studied. The study participants were at lower levels at the National English Centre. The National English Centre Jakarta has 5 lower level classes, with a total of 28 lower level participants. The first data collection technique in this study is in-depth interview (In depth interview). The type of interview used is semi-structured (semi-structured interview) where the researcher has prepared research instruments in the form of written questions but does not prepare alternative answers such as structured interviews.

To collect data, there are several steps performed on this research, firstly, this study used observations and interviews; secondly, the researchers make observations in the classroom directly looking at the conditions that occur; thirdly, the researcher makes observations and writes them down; fourthly, discussion process with the teacher is also carried out when the teaching process is completed; and finally, the researchers conduct interviews with teachers and confirm assumptions exist when conducting research.

Data analysis in qualitative research was carried out before entering the field, while on the field, and after finishing on the field (Sugiyono, 2018: 245). The stages of the data analyst flow carried out in this qualitative research. Miles and Huberman (in Sugiyono, 2018: 246-247) put forward technical data analysis that the author also used in the study.

Data collection becomes the first and foremost activity in digging for information, data and matters related to the problem the researched. Data collection is an activity to collect data from informants directly, either from documents or archives that are related. Reducing data can mean summarizing, choosing the main things, focusing on the things that matter, looking for themes and patterns. With the reduction of data will provide a clearer picture, and makes it easier for researchers to do next data collection. In reducing data, each researcher will be guided by the goal to be achieved. After the data is reduced, the next step is to display data. In qualitative research, the presentation of data can be carried out in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying data, it will make it easier to understand what happens, planning the next work based on what has been understood. Conclusion drawing can be made based on the results of the study that conducted and has existed with due regard to the results of the interview, and documentation in the form of preliminary data that are not ready to be used in the analysis, after such data is reduced and presented.

This study used the validity of the data to make the data as a research instrument that can find a situation or event when the research is in progress. In this study, researchers used the validity of the data with the triangulation method. Researchers use triangulation techniques to test the validity data. In this study, researchers only used source triangulation. To test the credibility of the data, it is done by checking the data that has been obtained through several sources, which means comparing and reviewing the degree of trust of an informant obtained through different times and tools in qualitative methods. The author uses different types of data sources and evidence from different situations. There are 3 subtypes namely, people, time and space. People, data is collected from different people who do the same activity. Time, the data is collected at different times. Space, data collected in different places.

The method of the research can be shown as the following picture:

Milles and Huberman Analysis Model
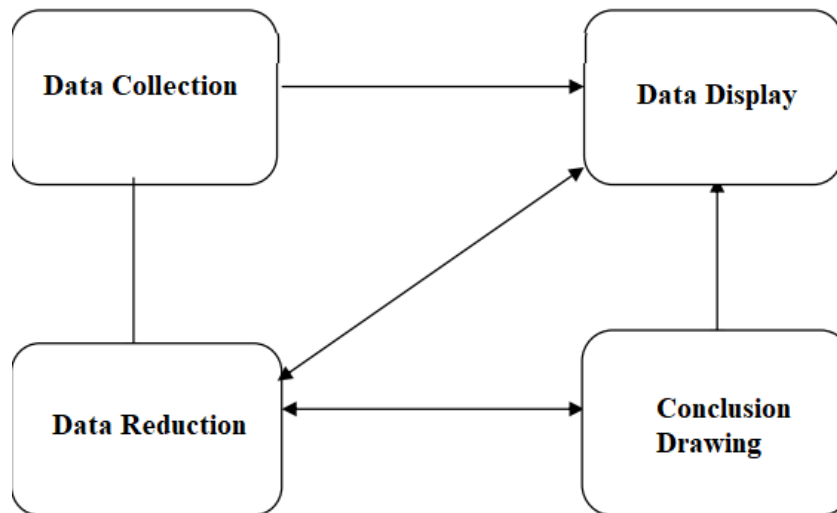
Source: Miles and Huberman in (Sugiyono, 2018 : 247)

RESULT AND DISCUSSION
Result
On the first day of observation, the teacher played the cartoon movie in full. The student's response was not paying attention to the cartoon movie that was being played. The reason is that there has been no conditioning of the participants before the cartoon movie is played. The teacher plays the video in full without any play and pause. This makes the activity of watching cartoon movies so monotonous.

On the second day of observation, the teacher has already conditioned the students to start watching cartoon movies. The teacher played the video that had been cut into pieces. Then alternately show a slide containing a conversation for them to perform role play. Students alternately read the dialogues present on the slides in turn. When the teacher takes turns opening videos and slides that contain conversational dialogues. The teacher seems a bit of a hassle because he has to open two platforms continuously.

On the third day of observation, the teacher has already conditioned the students to start watching cartoon movies. The teacher plays the cartoon movie in full version, this time the teacher plays and pauses when watching cartoon movies. When pausing, the teacher exemplifies how to read the dialogue and the students follow it. Furthermore, students perform role play in turn.

Interview is a question and answer process between the reviewer and the person who answers the question. The purpose of this interview is to obtain data about the object being studied. In this interview, the researcher also confirmed the assumptions contained in the researcher. From the results of the interview with the teacher. Teachers support using this strategy in teaching. What needs to be considered before teaching is conditioning students. Each student has

disadvantages and advantages in learning. One of the tasks of the teacher is to pay attention to students and give priority to students who in this case are lacking in the learning process. Teachers really recommend learning speaking skills using cartoon movies because by using that strategy, students can learn about intonation, expressing directly from cartoon movies. The time to learn speaking skills at the National English Centre is very limited. Teachers can give speaking skills at home. There are many strategies that can be used in teaching speaking skills. Teaching aids are also needed in teaching.

Movie is considered as complete media in presenting the material through audio and visual and stimulating students to practice in language production. Movie may be used to introduce a new word and present a new language and to revise or to develop language (Walker in Rachman: 2016). Watching English movies can be an alternative medium for students to improve and enrich their mastery of English vocabulary in their free time (Saiful, Abdullah, Bakri: 2019). Additionally, it is believed that movie create an attractive enjoyable learning environment and experience young learners a learning process. Therefore, the study used movie in order to solve the problems found by teachers in teaching vocabulary and pronunciation to improve students' speaking skill and to describe the effectiveness of movie in building students' vocabulary and pronunciation.

There are several approaches to using movies as media. King (2002) proposes approaches, Sequential, Single-Scene, Selective and Whole-Film Approach. She says that while presenting films, some structurally driven approaches have been widely adapted by classroom teachers. Watching movies is not a monotonous activity of merely watching a movie from the beginning till the end. More than that, watching movies can be a varied activity to undergo.

According to Kalean (2013) teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actresses in the movie. Students can watch English movie and speak English afterwards. They can also find movie scripts online and limited what actors said in the movie. Then they can replay the movie to check whether their pronunciation is correct or not. English movies really affected students' comprehension of pronunciation (Pratiwi: 2010). After watching English movies, they are so good at English stress patterns. Besides, they have a better understanding in producing unfamiliar sounds after watching English movies.

One way to support teaching and learning speaking is using media. It can help the teacher's presentation in the classroom. It is also expected that students will get a better understanding of the teacher's explanation. Besides that, the media also contributes to improving students' skills. There are three kinds of media, namely: visual media using the senses of vision, audio media using the senses of hearing and audio visual media that combines multiple senses hearing and vision. Students will be more motivated if they can use multiple senses than if the student is only using one sense either vision or hearing. In this case, the researcher will take audiovisual media in this research. It is a cartoon movie.

Discussion
Observation is to make observations in the field directly. Researchers found there is a system that needs to be improved in the teaching and learning process. Researchers found students lacked confidence when speaking. It can be seen that there are some students who read the dialogue in a very soft voice. Researchers also saw that there were students who seemed to be

silent, but when asked to have a dialogue he could read clearly. Then there are also students who are already fluent in speaking English. It turned out that after being asked by the teacher, this student was already fluent and the influencing factor was his home environment, namely his parents and brother had daily conversations using English with the student.

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In speaking there are many kinds of activities. Speaking is a productive skill. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationships with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controlled by the teacher. These activities are to be done until the learners have more freedom to choose the language that they use. In control activities the teacher usually gives instructions to do his or her instructions. The teacher makes their class effective and fun. One way of getting students to speak is role-playing. Role play is an excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom.

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.
In role-play activities, teachers give information to the learners, such as who they are and what they feel based on their character. They asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer: 2007).

Harmer (2007: 345-348) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking. For example, by giving enough time to think about how they were speaking, or it may mean letting them practice dialogues in pairs before having to do anything more public.

CONCLUSION
Based on the description in the previous discussion, it could be concluded that the teacher has already conditioned the students before watching a cartoon movie. The teacher also needs to play and pause when watching cartoon movie. When pausing, the teacher gives an example of how to read the dialogue and the students follow it. Further, students need to do role plays.

Several suggestions related to this research could be shared by the researchers. Especially for the teachers, it would be better to use the cartoon movie "HANA & OMAR" to teach speaking skills. The teachers are also better to prepare for supporting devices before teaching. The

teachers also need to condition the students before teaching and learning process. The teachers also need to use the method in the 3rd observation (third cycle).

The researchers also suggest, especially for school that it is very important to create a learning system that can increase students' confidence when speaking English such as English day. The school also needs to support audiovisual facilities such as screens and active speakers.

It is also better for the filmmakers to create many themes of learning episode titles regarding daily life such as at home and school. TV program must provide cartoon movies in English that are not only entertaining but also learn speaking skills from cartoon movies. For the parents, they must support audio-visual facilities at home and accompany their children to watch and play together.

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