

THE IMPLEMENTATION OF CARTOON VIDEO TO IMPROVE THE EIGHTH-GRADE STUDENTS' PRONUNCIATION SKILL

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Pronunciation is one of the micro skill that need to be mastered. However, most of EFL learners experienced difficulty in pronunciation. Students had difficulty in pronouncing words correctly. They were less interested and less motivated in learning pronunciation. Therefore, the researcher decided to use cartoon video as media to improve students' pronunciation skill. This research aims to identify the best implementation of cartoon video to improve eighth-grade students' pronunciation skill at SMP Negeri 12 Denpasar and their perception of cartoon video in learning pronunciation. This research used Classroom Action Research (CAR) methodology which consist of four stages: planning, action, observation, and reflection. The technique of data collection in this research were observation, test, and questionnaire. The finding showed that the implementation of cartoon video which consider the learning system, speech rate of the video, and the amount of pronunciation practice was able to improve students' pronunciation skill. It was indicated by the percentage of students' activity rate that reach more than 75%, the percentage of students who passed the minimum criteria of mastery learning (KKM) reach more than 75%, the average of pronunciation test score reach more than 70 and. After the improvement of the process, 66,12% had a strong positive perception on the quality of the cartoon video, 67,26% had a strong positive perception on the ease of use of the cartoon video, and 68,71% had a strong positive perception on the usefulness of the cartoon video. Based on the finding , the teacher should pay attention to these three factors: learning system, speech rate of video and the amount of students' pronuciation practice when teaching pronunciation using cartoon video.

Keywords: Cartoon Video, Pronunciation Skill.

1. 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. Skills in English consist of listening, speaking, reading and writing. 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 in one of junior high school at 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] oinstead 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 research 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 Denpasar. Based on the explanation above, the researcher is interested in conducting a research entitled "The implementation of cartoon video to improve students' pronunciation skills".

2. 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. 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 Kemmis & McTaggart, (1988). The success indicator is a criterion that is used to see the level of success of classroom action research activities in improving the quality of learning in the classroom.

The indicator to be achieved in this classroom action research is to improve students' pronunciation skills using cartoon video media with the percentage of students' activity rate can reach or pass 75%, the percentage of students' who passed the minimum criteria of mastery learning (KKM) reach or pass 75%, and the average of students' pronunciation test score reach of pass 70. To support the research, several things were prepared, namely by preparing research instruments, defined as "tools" which are tangible means of an object. For example, in the form of questionnaire, interview guidelines, observation sheets, preparing data sources, such as books, archives related to the title raised. Data collection techniques in this research include observation, test, and questionnaire. The researcher used a performance test to know the students' cognitive assessment, whether in teaching and learning English is successful or not to improve their pronunciation skill. The model of test is the students read a recount text with the correct pronunciation. The students' pronunciation is scored using rubric from Hanik, (2011). The questionnaire consists of close-ended and open-ended questionnaire in order to get the students' perception about the implementation of cartoon video to improve students' pronunciation skill. Here are twenty four questions of multiple-choice and eight of open-ended questions that the researcher has taken from Mardianti (2018) research. This questionnaire has been tested using reliability test.

3. FINDINGS AND DISCUSSIONS

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). The collected information can be quantitative and qualitative. Quantitative data were obtained from post-testing result and questionnaire at the end of the cycle. The test was in the form of reading instruction where the subjects were asked to read some recount text with the correct pronunciation. The close-ended and open-ended questionnaires were administered to collect data about students' perception about cartoon

video media in learning pronunciation of recount text. The quantitative data were presented by the results of the test and close-ended questionnaire and the qualitative data were presented by the results of the observation sheet and the open-ended questionnaire showing the personal contact with students in order to know the proper steps for using cartoon video in learning pronunciation of recount text. However, before presenting procedures, it was started by preliminary research. The preliminary research was done before classroom action research was conducted on Wednesday, April 13th 2022. Students' were asked to read a recount text aloud to evaluate students' pronunciation skill. Table 4.1 shows the results of students' pronunciation test in pre-cycle.

Table 1.1 The Result of Pronunciation Test in Pre-Cycle

No.	Score Frequency	Mean	Pass (%)	Failed (%)
1	50 (n=10)	60	24	76
2	60 (n=22)			
3	70 (n=10)			
4	80 (n=0)			

Annotation:

n= number of students

The following figures were a column chart of the students' frequency score and a column chart description of the percentages of students who had reached the target score and the students who had not reached the target score in pre-cycle.

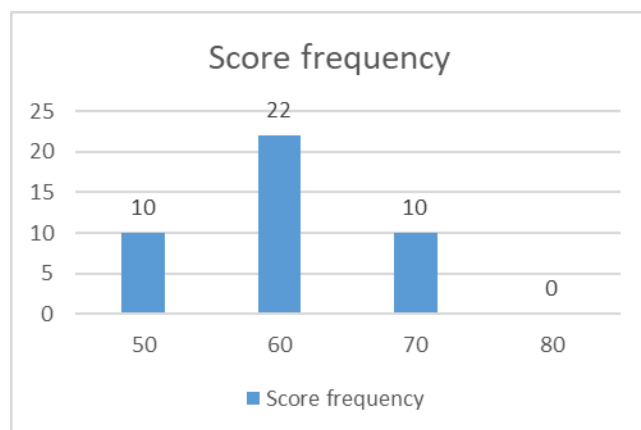


Figure 4.1 Frequency of Students Test Scores in Pre-Cycle

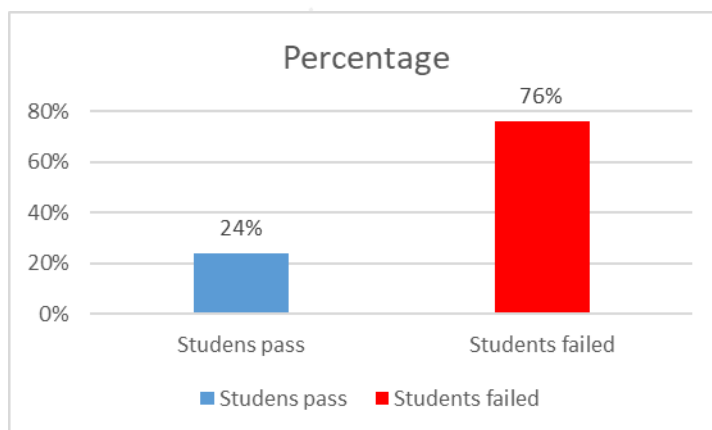


Figure 4.2 Percentage of Students' Test Result in Pre-Cycle

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.

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: 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.

In Efriana, (2021) research, she stated that one of the problems that students often experience during online learning systems is a number of students lived in areas that did not have internet access. They could not receive lesson materials and assignments delivered by teachers via the internet network. In addition, the duration of online learning that has been going on for months has caused students bored and lazy. In addition, Sholichin & Razak, (2021) on their research found that 63.3% of all students experienced problems in the form of an unstable internet network. This means that most students experience problems in the form of internet network services and inadequate quotas. This is also in line with Sadikin et al., (2020) research, which said that the challenges in online learning include the availability of internet services and inadequate quotas because buying internet data quotas costs quite a lot. As explained by Napitupulu, (2020) that the biggest dissatisfaction with online learning is due to network instability, and students are cited as having network difficulties that disrupt their classrooms. Networking is an important factor in the online learning environment. Students highlight increasing networking, which caters to online learning classrooms, as an important consideration. In distance learning, networking is not only a method for distributing educational materials, but also a means to promote interaction between teachers and students or among students.

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. 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.

In the research of Fujita, (2019) which examined the effect of speech rate on the listening ability of EFL learners, found the fact that listening ability was indeed influenced by speech rate. The fast speech rate made it difficult for EFL learners to understand the lesson. What's more, EFL learners were not often to hear English native speakers. Learners in Fujita, (2019) research stated that they found it difficult when asked to watch a film with a fast speech rate. On the other hand, they could actually understand the film better with a slower speech rate. Slower speech rate was generally believed to be easier to understand than the natural speech rate; it gave sufficient time for students to process the flow of information at a slower rate of delivery (Hayati, 2010). In Hayati's research, found the fact that the slow speech rate (VOA) was also proven to be able to improve students' listening skills. Slow speech rate is a speech rate that is slower than the natural speech rate. On the other hand, here noted that a slower speech rate could conceivably benefit non native speaker as listeners. Mechanically slowed speech may elude such listening issues.

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. This is in line with the results of Kosasih, (2021) research which stated that students' laziness to practice pronunciation greatly affects the improvement of their pronunciation skills. The lazier students' practice, the less experience they have in learning pronunciation errors. On the other hand, students who often practice pronunciation experience a significant increase in pronunciation skills. Students' motivation to often practice pronunciation was very influential to have

mastery in pronunciation. Students who have motivations such as wanting to go abroad, wanting to speak like native speakers, wanting to continue their studies abroad, and wanting to be good English teachers for their students will make them want to improve their pronunciation (Ikhsan, 2017). Therefore, what they can do is diligently practice pronunciation.

In addition, Gilakjani, (2017) stated that pronunciation practice is very important to do because the more practice the students pronounce the better. Pronunciation should be seen as more than the correct production of individual sounds or words. Pronunciation exercises should be seen as an important part of the communication incorporated into classroom activities. Teachers can encourage their students to monitor their own pronunciation and practice their pronunciation skill as much as possible inside and outside the classroom. 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. Teaching is not only transferring knowledge to students, but also the process of changing student behavior (Mardianti, (2018). In the learning process, students' perceptions of subjects and how teachers deliver lessons are also important because students' preferences before they come, with teaching materials and lessons need to be considered by the teacher. If students have a positive perception, then they will have positive thoughts so that then they will accept the lesson more easily, and vice versa. The use of video in the pronunciation learning process has been carried out by several researchers. Studies by Afrizal & Putra, (2018), Hitoniah, (2016), and Pratama, (2019) highlight that students' perceptions of the use of video media were positive. Because by using video media, especially cartoon videos, could improve students' understanding and students felt more interested in learning skills and languages. This was due to the use of interesting and not boring cartoons contained in the video. Based on the results of the closed-ended and open-ended questionnaires in this research, the researcher can conclude that the majority of the students had a strong positive perception about the use of cartoon videos in teaching pronunciation. There were more

than half of the students (66,12%) had a strong positive perception on the quality of cartoon media. It was proved that the quality of the cartoon media used, was had a good quality and appropriate in learning pronunciation. In addition, there were 67,26% of the students had a strong positive perception on the ease of use of the cartoon video. It was proved that they had the perception that the cartoon video was easy to use in learning pronunciation. There were 68,71% of the students had a strong positive perception on the usefulness of the cartoon video. It can be concluded that they had perception that cartoonvideo was very useful in learning pronunciation. In addition, the result of the open-ended questionnaire showed that all of the students felt pleased when the teacher use cartoon video to teach pronunciation. This was in line with the research of Bajrami & Ismaili, (2016) which found that one of the advantages of using videos in EFL classes is, it increased students' enthusiasm and motivation to learn languages, and videos also create learning environment becomes more enjoyable. Most of them also agreed that they found it easier to learn pronunciation when using cartoon videos , this was in line with the results in Pratama, (2019) which stated that cartoon video could make the students easier to learn pronunciation. Most research studies usually had a positive perception of the use of video in teaching pronunciation. In fact, there were always participants who had negative perceptions. But because most of the participants perceived it positively, the researcher concluded it was a positive perception.

However, based on the results of the closed-ended and open-ended questionnaires, in addition to students who had positive perceptions, there were also a few students who had negative perceptions of the use of cartoon videos in pronunciation learning. 4.8% of students stated that the use of cartoon videos was not necessary in learning pronunciation. In addition, there was no perfect method, technique, or use of media in learning activities. Each of them had strengths and weaknesses. Using cartoon videos might be a good media for teaching pronunciation for students who liked to watch cartoons or students with audio-visual learning. However, when this media was used on students who did not like watching cartoons or students with kinesthetic learning, this media might not be the right media. So it was important for teachers to use different media and techniques in teaching, in order to make students enjoyed the lessons so that they could learn the lessons easily.

4. 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 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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