

CHAPTER II

REVIEW OF RELATED LITERATURE

The writer of this research, will discussed about review of related study, the researcher examines some theories that become the frame of thoughts of the study.

2.1. Teacher Perspective

According to britannica dictionary, Perspective mean that a way of thingking about uderstanding something. While acording to cambridge perspective is a particular way to considering someting. We can conclude that a teacher perspective is a view point from the teacher about understanding various aspect of the world education. Based on (Sharma & Vidyapeeth, 2020) stated that teaching perspective is essential to bulding the empathy and other social emotional learning. Also, perspective is important to see tthe world fromother point. This perspective is shaped by the teacher believe. In addition, their Educational philosphy and their experience also shaped their perspective.

2.2. Speaking Skill

Speaking is one of the English skill required to be mastered by the students. Through speaking, it make the people to express their idea in the speaking. Speaking is a productive skill from English, since the learners are required to generate their own words and sentences, in corporating various linguistic elements such as grammar, verbs, sentence structure, and sentence's function itself. To master this skill requires a lot of practice (Wahyuningsih & Maisyanah, 2021). According to (Susanti et al., 2021) is a part of cognitive process involves analyzing information drawn from established sources. Consequently, it's plausible to deduce that the link between speech and cognition has facilitated proficient and accurate communiacation, rooted in the interconnectedness of the discussed subjects. Speaking plays vital role in human communication as is represents the most straightforward method for individuals to interact with one another.

Speaking is one of the good language perormances recognized as an important skill needed by everyone in the world. Speaking is not being able to speak, but also being able to produce sentence that are meaningful and appropriate to the social context (Suny et al., 2020) This theory suggest that speaking serves as a crucial

means of conveying messages. Using accurate sentence structures becomes imperative for effective communication to occur.

According to (Zyoud, 2016 in (Kristiani & Pradnyadewi, 2021) state that the ability to master English can be seen from their speaking skill. Moreover, speaking is a language skill that should be mastered, because the outcome of learning a language is to communicate (Syakur et al., 2020). Based on expert opinions, it can be conclude that mastered a speaking skill is a necessary for the language learners, as the ultimate goal of learning a language is effective communication.

As a non native English speaker, learning English feels so challenging for Thai students. Based on (Tantiwich & Sinwongsuwat kornsakt, 2021) stated that Thai student understand the common expression and simple sentence, but they do not fluent in speaking and writing. According to (Wahyuningsih & Afandi, 2020) it was mentioned that the problem in speaking include a lack of appropriate vocabulary, limited grammatical knowledge, incorrect pronunciation, insufficient English exposure outside the classroom, low confidence, and inadequate language development in the curriculum. Another problem in speaking mentioned by (Tang. 1997:121 in (Riadil, 2020) the problem in speaking proficiency include inhibition, a lack of idea to express, low or unequal participation among learners, and the frequent use of the mother tongue during speaking activities. First of all vocabulary is a basic of language, the lack of vocabulary it can be barrier that precludes students from learning a language. A lack of vocabulary is the main obstacle to effective communication. Secondly, some student also feels that they have a lack of mastering grammar, the correct grammar itself indicating that the sentence has a correct meaning. "Most of students have problems expressing the appropriate and correct grammar" (Wahyuningsih & Afandi, 2020). Next is about the student pronunciation, if the student have a good pronunciation it might the communicaton with the other people run well. Because pronunciation is the way to student to produce clear sound (Yani, Indah. 2020).

The lack of input English become the problem number four, lack of input English outside the class probably not enhance the student to develop their english especially their speaking. Because they rare to hear sounds or word from other outside the class (Wahyuningsih & Afandi, 2020). Fifth, Confidence is needed by the

student to speak. It is almost similar with inhibition. Because speaking is need a lot of practice, some students feels that they unconfident to speak with other people, the student worried about what the speaks is wrong or even that the people there are talking to does not understand. Sixth, curriculum in education play an essential in learning process. “A good curriculum can produce the better personality types which can live functionally in a changing world” (Setiawan. et al 2020 in (Wahyuningsih & Afandi, 2020)). The last is mother tongue, it has a big impact to student, because mother tongoue is naturally since they are child. They will immitate the first word that speak by their society. According to (Nishanti, 2020) it is stated that a child first understands the world around them through the language inpt they receive from their mothers, even during the prenatal period.

Based on (Juliyati & Widhianty, n.d.) stated that speaking problem was came from gramatical error, the student don not study about the structure. So that the student do not know how to use appropriate grammar when they speak. The second, was came from lack of vocabulary. The student do not know the appropriate vocabulary, since they do practicing the use of vocabulary in daily. Next, was lack of pronunciation. The student sometimes miss pronounce the word due to the lack of practice. The last problem is fluency, since the student difficult to pronounce the word likely native speaker. They do not practicing either in their home or in the scool, sometimes the student speak in their mother language. Moreover the student just focus on the assignment that the teacher give to them.

2.3. Teaching Speaking

Teaching is a tecaher process to assist a learner to a higher level of knowledge or skill (Ababio, 2013 in Farizi & Herwiana, 2022). According to (Rajagopalan, 2019 in (Farizi & Herwiana, 2022) claimed that teaching is a interactive process that occure between the teacher and the student during certain predetermined activities. It can be devined that teacheing speaking is a interactive process between the teacher an the student during certain predetrmained activity to higher level of speaking skill. Teaching speaking is the process by which teachers guide student to communicate in English (Pradana, 2022). Teaching speaking is the process and instructing to developpe the orals communication.

Teaching and learning is a important part of a second language. Acording to (Burns, 2019) stated that the teachers should knowledgeable about what speaking

competence, involves how differentiate aspect of speaking related to each other. Teaching speaking in a second or foreign language classroom requires a comprehensive approach that combines linguistic skills with communicative practice. based on (Sari Dewi et al., 2023) stated that the teacher could handle the the problems in teaching in implementing linguistic intelligence. “Languang teacher and language institution should place high importance on speaking inside classroom, especially in EFL contexts where practice is minimal” (Shumin, 2002 in Albogami & Algethami, 2022). Teaching speaking EFL context more challenging than ESL and native, since the EFL only study English as a subject in school and do not use for communication (Sulon Suban SMPN & Kupang, n.d.). Moreover (Sulon Suban SMPN & Kupang, n.d.) stated that EFL context the student have limit to speak language outside of the class.

Acording to (Sinaga & Oktaviani, 2020) stated that teaching elementary student must be designed depend on the student characteristic, since the elementary student still in early age with more complicated characteristic compared to older student. Based on (Harmer, 2007 in (Guebba, 2021) stated that the teacher should diversity their role in teaching. Moreover (Guebba, 2021) giving the xplanation about the role of teacher in teaching speaking. The first teacher as a prompter, by providing cues the teacher the teacher can help the student when they facing some difficulties in speaking activity. The second, teacher as a participant in speaking activity thus the student can get new information and more enjoy the positive atmosphere. The last, teacher shold provide a feedback. The teacher should knowing and how to give a feed back to the student. Since teachers play a vital role in offering corrective feedback that is constructive and focused on enhancing students' accuracy without hindering their willingness to engage.

English teacher required to be well prepared before performing the lesson in order to generate the student motivation (Alghaberi, 2019). The objective of teaching speaking is to empower students to express themselves clearly and appropriately in various real-life situations, thereby boosting their overall communicative competence.

In Thailand, the main problems in pre-service English teaching and learning include language skill, learning behaviors, the English curriculum, teaching materials, teaching methods, teacher prformance and institutional support (Klaichim, 2009 in Oeamoum & Sriwichai, 2020). Moreover (Oeamoum & Sriwichai, 2020) explained that English language teaching problem of pre-service, the first problem is related

with the English curriculum and content. English course that the highest problem following by not enough specific course for each skill, uninteresting content, inapplicable content in the text book, and not enough compulsory course. The second is related to instructional materials. The instructional materials are not diverse and visual props are insufficient and not effective. The third is related with teaching methods, pre-service teacher are not interesting in application teaching technique.

There are some several technique that can applied in teaching speaking. The first technique based on (Rusdiningsih, 2012) the technique for teaching speaking are : Role playing, game, problem solving, discussion and song. Role playing is classroom activity in which atudents act out dialogues in a dramatic situation (Neymar in Fauziati 2010;19 in (Rusdiningsih, 2012). The second technique is using game, using this technique to motivation and to create the dynamic situation. It can be drilling the student to speak with their friend using a simple sentence that can be use in daily life. The third technique is using problem solving. The teacher may give a topic that should solve in pair. The fourth is using discussion, in this technique the student will group consist to 3 or 5 student. The last technique is using song. This technique is suitable for young learner, because it can make the condition is more enjoyable.

The second technique based on (Alfallah et al., 2023) the technique in teaching speaking are : disussion, brainstorming, and story telling. In the study that conducted by (Alfallah et al., 2023) the english teacher claimed that they just use some technique because the teacher adjust with the material and students bacground in the class. The first is using discussion technique, the teacher explained about the material then the teacher asked the student to makea group that consist of 2 student, then the teacher asked to disscussion about the assignment that the teacher gave. The next is using brain storming, this technique is given in the begining of the class to give a student building knowledge. The last is using story telling. In this technique the student asked to make a short story about themselves.

2.4. Teacher Strategy in Media

A teaching strategy is an edcational plan, technique, method of classroom to achieve specific teaching or a learning goals (Ayua, 2017 in Mulyanti & Waris, 2021). Teacher strategy are expected to the student to developpe their English speaking skill without help, event they start learning English since elementary school

(Mulyanti & Waris, 2021). Moreover, Mulyanti state that the teacher strategy according to the student condition and ability. Many strategy that can teacher apply to teaching in every skills of English language. The teacher should provide a creative strategy. Strategy is very important for teaching since they determine the teacher's success in achieving a teaching goal (Maulidar et al., n.d.). Moreover (Maulidar et al., n.d.) stated that teaching speaking should make student able to communicate effectively by using the strategy. Maulidar also claimed that for young learner the media can use are game, song, drama, and stories.

According to (Octavia et al., 2023) the strategies implemented in teaching speaking are include listening and noticing the gaps. As well as instructional techniques such as drilling, writing task, dialogues, communicative activities, presentation, stories discussion, and outside class speaking. Even if there are some strategy that not implemented such as recording, transcript, roleplay, and theater. Moreover (Octavia et al., 2023) stated that the teacher using cooperative learning may result interactive class, since the student are motivated to work together. This strategy may encourage the student to take responsibility

Another strategy is from (Anggraeni et al., 2020) stated that the teacher use the different strategy between another teacher. The teacher may used more than one strategy when they teach. For example brainstorming and learning project, brainstorming is used when the class is boring. So the teacher will applied brainstorming, thus the student will be lazy and not interest to join the learning process. Learning project is asking the student to do something then should be presented their result. This strategy will make student study hard due to the other student will pay attention and give a question about the materials that presented.

The teacher should create a good learning situation, thus the student are motivated to learn English. The motivation should enhanced by creating a good media. Based on (Dash, 2022) stated that the use of modern technology in teaching English generally recognized as involving a creative use of techniques, instruments, resources, equipment, frameworks, and approaches that are specifically pertinent to English language teaching and contribute to reaching the intended objectives.

Based on the study from (Marhamah et al., 2022) it is stated that using media in teaching speaking can significantly enhance students' learning experience and improve their outcomes. Further, the study highlights incorporating teaching media such as videos, interactive applications, and social media platforms can provide

students with authentic language experiences. These tools help students to better understand pronunciation, intonation, and the natural flow of conversation, which are crucial for improving speaking skills.

Teaching speaking using media technology leverages digital tools and platforms to enhance the oral communication skills of language learners. Incorporating technologies such as language learning apps, online conversation platforms, and multimedia resources can create immersive and interactive speaking experiences (John & Yunus, 2021). The availability of a variety of media technologies allow the user to selected their interest. Using media from text books and and picture is noo longer effective due to the changing times. Acording to (Rokhayati & Widiyanti, 2022) stated that using video is sugested because the utility of video in teaching speaking skill provides exciting and comprehensible substance for constructing speaking skill the student.

Using technology in teaching media bring a number of positive results on the learners (Sosas, 2021). Moreover (Akkara, Anumula and Mallapalli 2020 in Sosas, 2021) stated that using technology in teaching speaking can develop language flency, accuracy, and complexity. The result from the study that conducted by Rowena V showed that technology become an effective platform in teaching speaking. Using technology also make the student independent, thus the student can selected their interest video to train their speaking skill. Acording to (Arifah, 2014 in (Evi Fussalam et al., 2019) stated that technology give a learners a chance to engage self directed. The use of technology as a teaching media not only facilitate students improvement in speaking skills, but also very convenient for the teachers. Especially for teachers in rural areas, based on (Dyah Pitaloka & Rochmah, 2022) stated that technology will help teachers distribute the materials in schools that located in a rural area.

Teacher educators state that classroom videos serve as an effective pedagogical tool in pre-service teacher education (Koh, 2015). Based on study conducted by (Blomberg et al., 2014) it is stated that teacher educators generally agree that classroom video can be beneficial in pre-service teacher education. However, video alone is not effective; it must be thoughtfully integrated into instructional programs. The study explored two video-based courses: the first one

using a cognitive instructional strategy that integrates video, and the other using a situative strategy. The impact of these strategies on pre-service teachers' ability to reflect on classroom video was analyzed. Furthermore (Blomberg et al., 2014) suggest that the choice of instructional strategy should align with the specific learning goals and purposes when incorporating classroom video into teacher education courses.

2.5. Teaching Speaking Using Technology as a Media

2.5.1. Video as a Teaching Media

Learning media can be in the form of hardware or software to delivered the material to studen in teaching learning (Rahayu et al., 2021). The use of instructional media can enhance the practicality and efficiency of the teaching and learning process (Winarto et al., 2020). Furthermor Winarto claimed that the used of media in teacheing can reduce the teacher difficulty in dellivered the material.

Based on (Abdulrahman, Wael. 2016 in Nur Syafiq et al., 2021) state that teachers can employ video as a tool in teaching and learning process during the English classes, fostering interactivity among students to enhance social pedagogy. Video can enhance the students' interest in teaching and learning process. The graphyc is intersted so that the student paying attention and focus to the video. Moreover, they will absorb the lesson given from the video. Based on (Mafthukhah, 2022) state that teaching using video-based media in instruction enhance students active participation and facilitates their comprehension of the learning material. Childern and adults find their interest increased when language is experienced live through television and video (Muakhiroh, 2020). Video user has anywhere, so that is accessible even through mobile device (Putrawansyah et al., 2020). It can be concluded that almost all the people easy to access a video through their mobile phone.

Based on (Kaboha. 2016 in Kamelia, 2019) stated that the students and teacher have a good attitude towards the use of film in the classroom to improve the student's speaking skill. Their motivation and their speaking skill will be increased due to the well selected video material. Further, (Kamelia, 2019) claimed that use of video as a teacahing media need preparation to make it

meaningfull. Because in this case the teacher are challenge how to involve the students as active learners during learning process using video.

Based on (Raihan Utami et al., 2021) claimed that media has an important role to teach English subject. Video animation avoid the student from getting bored, because it is contain pleasant, humorous and relaxed atmosphere (Naylor. and Keogh. 2010 in Hapsari et al., 2019). From those all aspect, selecting media for teaching and learning process is verry necesarry. Since the student will be interested to learn because they will pay attention to the video that showed by the teacher. One of cartoon video that have a good graphyc design, interesting material is CoComelon video. CoComelon video is suitable from all aspect of age. This video also focus on vocabulary building in a simple form, thus all the student can understand the materials. Using CoComelon video also iplementing the technique of teaching speaking and media technology that already mention before.

Based on (Berk, 2005) The effectiveness of teaching is measured by guide development of measuring tools, the technical analysis, and the reporting and interpretation of the evidence desicion making. There are 12 sorce of evidence base on (Berk, 2009) these measures include students ratings, peer evaluation, self-assessments, video recordings, student interviews, alumni evaluations, employer evaluations, administrator evaluations, teaching scholarships, teaching awards, learning outcome measures, and portofolios. Moreover, the effectiveness of teaching is measured by student productivity. We can conclude that using video is effective if the student more productive in their speaking skill, such as the vocabulary, their fluency and their grammar is significant increase.

2.6. CoComelon as a Teaching Media

2.6.1. Definition of CoComelon Video

A video is a is a recording of images or real objects accompanied by sound. It is commonly referred to as audiovisual media, presenting both visual and auditory elements (Nadeak & Naibaho, 2020). Video is audiovisual media thatincreasingly popular in society (Winarto et al., 2020). Video can visualize the object of movement with sound.

Video has a function as an entertaintment or educational purpose. It can provide an information or explaining about something, we can simplify that vide

is a recording of an image or moving image with or without audio. “The great value of video lies in its combination of sound, images, and sometimes text in the form of subtitle” (Furqan & Shabir, 2021a)

There are many types of video that familiar and commonly easy to find, such as: webinar, documentary, live stream, and animation video. Animation video is a media that contains a collection of images that are processed to produce movement and equipped with audio (Lestari et al., 2022). Cartoon movie is not played by human, but used graphic media and computer (Mardiyah & Badriah, 2023). Cartoon video is a popular form of visual entertainment that children watch in their free time (Arifani, 2020). From that definition it can be concluded that CoComelon video is a kind of cartoon video, because CoComelon is made by graphic media and computer. CoComelon video is a cartoon video on the YouTube platform that provides many videos about vocabulary building.

The academic use of video in English language teaching has become increasingly prevalent, offering a dynamic and engaging medium for instruction. Videos can provide authentic language contexts, diverse accents, and cultural nuances that textbooks often lack. By incorporating videos, educators can enhance listening comprehension, pronunciation, and conversational skills through exposure to real-life scenarios and native speakers. Additionally, videos support multimodal learning, catering to visual and auditory learners and making complex concepts more accessible. The ability to pause, rewind, and replay videos enables students to learn at their own pace, promoting a more personalized and effective learning experience. Overall, the integration of video into English language education not only enriches the curriculum but also helps achieve desired educational outcomes by making learning more interactive and relatable.

2.6.2. The Advantages of CoComelon Video as a Teaching Media

There are many types of video that familiar and commonly easy to find, such as: webinar, documentary, live stream, and animation video. Animation video is a media that contains a collection of images that are processed to produce movement and equipped with audio (Lestari et al., 2022). Cartoon movie is not played by human, but used graphic media and computer (Mardiyah & Badriah,

2023) . Cartoon video is a popular form of visual entertainment that the children watch in their free time (Arifani, 2020). From that definition it can be concluded that CoComelon video is a kind of cartoon video, because CoComelon made by graphic media and computer. CoComelon video is a cartoon video in YouTube platform that provide many video about vocabulary bulding. Based on (Bajrami & Ismaili, 2016) stated that advantages of using video as a teaching media is to stimulate students autonomy and proactivity. The student can employ their autonomy in language learning. The last, video can be more motivating than another form authentic materials. Further, (Bajrami & Ismaili, 2016) claimed that video as a teaching media can help promoting listening comprehension too. Due to the structure of video commonly ungrammatical features, thus can enhance the student to understand the relationship between learning and practicing.

If we compare the advantages CoComelon with the other video, CoComelon using attractive and colourful 3D animations, which makes their videos more engaging and fun for children to watch. In addition, CoComelon Songs have simple and easy to follow the lyrics, which help children learn various basic concepts such as counting, animal sounds, memorizing vocabulary, and how to socialize well. CoComelon's video content often depicts everyday situations that children can recognize, such as playing in the park, going to the doctor, or studying at school. This makes it easier for children to connect with the content presented.

2.7. Review of Related Study

Many research have report their finding about the effectiveness of using cartoon or animation video as a teaching media on improving speaking skill, there are:

The first study was conducted by (Prasaja, 2023a) with the title “Improving Students’ English Speaking Skill by Using Spongebob Squarepants Cartoon” in this study the researcher implementing cartoon video to the 8 participant students of 9 grade Junior High School 4 Bengkulu. This research using Pre-experimental methodology. Pre and post test are employed to examine the data. The results from this research show that viewing cartoon movies help the student to improve their speaking abilities, since their post-test result had significantly improved.

The second study was conducted by (Aini Sinaga, 2021) with the title “The Effect of Cartoon Movie On Students Speaking Ability” the population of this research consisted all of first grade *SMP Negeri 5 Tanjungbalai* with a total 93 students, divided into three classes. The researcher using quantitative research in the form of experimental design research. The two classes as a sample in this research, one classes as the experimental classes and the others as the controll classes. The test was administered to assess the students’ speaking ability in the form of anoral examination. The findings indicated that watching cartoon movies was effective in improving students’ speaking skills. Furthermore, the effect of using cartoon movies on students’ apeaking ability was categorized as strong. This effectiveness may be attributed to the students’ engagement in unconscious speaking practice and their increased active participation in the learning process.

The third study was conducted by (Rahma & Mubarok, 2021) entitled “Frozen Cartoon Vilm as a Learning Media to Improve The Students Pronunciation Ability”. This research, the researcher involving descriptive method with a qualitative approach. The data collection from this research gathered from library research. The validity of the data was ensured by emphasizing both validity and reliability measures, and the results of the study were analyzed using the content analysis method. The finding from this research show that using frozen cartoon as a pronunciation learning media was interested, the student immediatly understand the conversation, the last is the student able to retell the contents in a good language. Moreover, the student get new language and vocabulary expression.

The fourth study was conducted by (Thi et al., 2020) with the title “Impacts of Using Cartoons as an Instructional Tool on English Communicative Skills of Young Learners at a Vietnamese Primary School”. This study employed an experimental design to collect the data, involving 70 fifth-grade students as participants. The students were divided into two groups, a control group and an experimental group. Both groups received regular English instruction. However, the experimental group was additionally exposed to cartoon media to practice their speaking and listening skills for six weeks. The syudents’ speaking skills were measured through a pre-test and post-test administered before and after the invetion. In addition, a questionnaire was distributed to examine the students’ attitdes toward watching cartoons in the learning process. The finding from this prefious study show thatt using cartoons improved students speaking and listening performance, the student were able to develop their vocabulary. Moreover, using cartoon also enhance the students motivation and positive attitudes. They feel more relaxed and enjoy the learning proces.

The fifth study was conducted by (Demirkan, 2019) with the title “Pre-Service Teacher Views about Digital Teaching Materials” in this study phenomenological was used using qualitative. This design focuses on phenomena without detailed and deep understanding. This study were conducted 55 participants of pre-service teacher who are studying English language. The researcher using did a literature review, examined study and using open ended question to gain the information. The result from this study was found that using digital teaching materials was usefull, intersting and attention grabing. In addition it was suitable for technologycal era and up to date. Although it could be challenging in the begining, but the result made happy.

The sixth study was conducted by (Suny et al., 2020) with the title “Teacher Perspective in Improving Students English Speaking Skill”. In this study using qualitative approach with a case study design to explore an English teacher perspective regarding teaching speaking. This study involves a teacher that have an expert teaching English in 11 years. Interview through Whatsapp voice note to gather the data. The result from this study regarding the teacher perspective, the teacher should treat the student differently, creating friendly enviroentment, giving more encouragement to motivate student, and the last is about teaching materials. The teaching materials should be related to the student interest.

The seventh study was conducted by (Picci et al., 2012) with the title “The Use of Digital Video Annotation in Teacher Training: The Teacher’s Perspective” in this study, aims to examine the teacher’s perspective in this technology. This study use mixed method explanatory squence design. For the quantitative design, using two different evaluation levels. Those are rating scale and semantic differential. For the qualitative using an in depth focus grup to understand the implicit motivation. A total of 13 teachers involves in this study from 60 teachers, due to the complexity of the experimnet the majority teacher decline the proposal. The result fromthis study claimed that video annotation more usefull than face to face.

Based on several previous study above, the researcher find the simimilarity and the difference from those all previous study. From the previous study, cartoon video as a teaching media has a big impact to the student, the studets speaking ability were significantly increase. Moreover the attitude from the student during the teaching also show a good attitude, they more enjoy the learning and become more active. All the post test show that cartoon video can help the student to improve their speaking skill. However from those all the previous study only focuess on the effectiveness of using cartoon video on improving speaking skill,

The perspective teacher from previous video mentioned that video as a media in teaching speaking are very usefull and giving more motivated to the student, those are the perspective teacher on general video as a media in teaching. There is no research about the teacher perspective on improving speaking skill using cartoon video.

2.8. Summary

Speaking is one of the skills of English that should be mastered by the student. Mastered speaking skill is necessary for language learner, because the ultimate goal of learning a language is a speaking effectively. Speaking is a productive skill from english, since the learners are required to generate their own words or sentence including the various linguistic element. The ability from English learner can be seen from their speaking skill. The speaking is also not being able to speak but also the speakers should produce the sentence that are meaningful and appropriate to the context. There are some components of speaking such as pronounciation, grammar, vocabulary, fluency, and comprehension. Fluency can be difined as speaking clearly without any nteruption. Some of student may have a difficulty to speak English. Many problem that cause the student difficult to speak include a lack of appropriate vocabulary, liminated grammar knowledge, incorrect pronounciation, insufficient English exposure outside the classrom, low confidence, and inadequate language development in the curriculum, and mother tongue that use.

A video is a recording of image or real object with or without sound. Many types of video such as : webinar, documentary, live stream and animation video. Animation video is a video that made by computer and graphyc media, cartoon video is not played by human. CoComelon video is a typeof cartoon video in YouTube, Instagram, and Tiktok that provide a video about vocabulary building. Since the vocabulary building help the student to improve speaking, because vocabulary is a basic. The adventages of using video as a media such as : Provide unexpected experience to student, shows something that could be seen at first, analyze changes over a period time, providing experiences for students to feel a certains a situation, showing a prentation of real life. Some researcher claimed that use of cartoon video as a tecahing media can improve the student ability to speak, toward cartoon video the good attitude from the student is appeare. The student more activ during the class and enjoy the learning process. To measure weather using video is effective or not, teacher should know the student outcome increasingly by self evaluation after the interpreting the evidence.

From the previous study we can concluded that the perspective and the effectiveness on cartoon video as a teaching media have a big impact. Both to the student and the teacher, the student are more motivated in learning through the video. Moreover, using cartoon video as a media can create the comfortable learning process. They more enjoy and easy to understand the material. And for the teacher, using cartoon video as a media can make the student pay more attention to the material that given in teaching process. Yet, selecting video as a e media should appropriate with the material and the condition of the students.

