



ENHANCING STUDENTS' PRONUNCIATION SKILL USING CARTOON VIDEO IN AN EFL CLASSROOM

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ABSTRACT

This research aims to identify the best implementation of cartoon video to improve students' pronunciation skill and their perception of cartoon video in learning pronunciation. This Classroom Action Research (CAR) cyclic procedure consist of four stages, namely: 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 in an EFL classroom, 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. Students shows a strong positive perception on the quality of the cartoon video, the ease of use of the cartoon video, and also 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' pronunciation practice when teaching pronunciation using cartoon video.

Keywords: Teacher Education; Cartoon Video; Pronunciation Skill

INTRODUCTION

Pronunciation is one of the essential oral-based language skills in English. 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 at SMP Negeri 12 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, EFL students are sometimes influenced by the pronunciation of their mother tongue that is often used in their daily life. The interference of mother tongue word pronouncing processes causes 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] instead of [laik].

In the teaching and learning process, students rarely get practice on pronunciation. The teacher could model the pronunciation by reading a text in English, however the explanation the material would still be using the mix of Bahasa Indonesia and English. Students are also asked to read and answer questions individually or in pairs. This situation showed that students get a minimum chance to experience the correct pronunciation. 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, i.e., pronunciation, grammar, vocabulary, fluency, and comprehensibility (Aydogan, 2014). 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 were lied in students who were less interested in the unvaried method in teaching pronunciation. This was the same as the details of the problem in the Pratama, (2019) research, which found the fact that the method used by the teacher could not attract students' attention in learning pronunciation. In addition, the research subject in Pratama (2019) was similar to the subject in this research, that is the second year students of junior high school. Because of the effectiveness of the implementation of the cartoon video in the previous research and the context match, the researcher decided to use cartoon video as the media to solve the students' pronunciation problems.

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) 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 increases students' motivation and interest in learning pronunciation so as to increase their pronunciation skill. More specifically, Zarifa (2021) 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, Pratama (2019) 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 problems of pronunciation for eighth-grade students at SMP Negeri 12 Denpasar using cartoon video. The research questions are posted as follows; 1) What is the best implementation of cartoon video to improve the eighth-grade students' pronunciation skill at SMP Negeri 12 Denpasar? 2) What is the students' perception on the implementation of cartoon video in improving the eighth-grade students' pronunciation skill at SMP Negeri 12 Denpasar?

METHODS

This is a Classroom Action Research (CAR) which applied the cyclic procedure, based on the recommendation from Kemmis & McTaggart, (1988), that consists of four stages, namely: planning, action, observation, and reflection. There were two cycles implemented in this study. The subject of this research was eighth-grade students of SMP Negeri 12 Denpasar. There were a total of 42 students; 20 female and 22 male who learned English as a foreign language and almost all of the students had never taken English course and had already learn English subject in formal school for 5 years, starting from grade four.

Data collection techniques in this research include observation, test, and questionnaire. Observation was done to ensure the planning was implemented successfully and to check students' response through each of the learning step. The pronunciation test was administered to see whether the application of cartoon video took effect on students' pronunciation improvement. Finally, students' perception of the teaching and learning process was investigated through a questionnaire which consist of 24 close-ended and 8 open-ended questions, scored using five-points Likert scale ranging from almost always to almost never. The questionnaire was adapted from Mardianti (2018). The data analysis was done to calculate mean score of the pronunciation test, while the data from the observation and questionnaire is analyzed qualitatively using interpretative analysis.

There are 3 main criteria of success in thi research, namely; 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.

FINDING AND DISCUSSION

The result of the research proved the implementation of Cartoon Video was successful to improve eighth-grade students' pronunciation skills at SMP Negeri 12 Denpasar. Based on the findings of this research, it was also proved that the students had a positive perception of the use of cartoon video to improve their pronunciation skill.

The Best Implementation of Cartoon Video to Improve Students' Pronunciation Skill

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. 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 reaches more than 70. 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:

a. Learning System

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. Pratama (2019) also mentioned that students were more active and more confident to practice pronunciation in the class, where teacher could pay more attention, give better feedback, and no connection problem that could distract the modelling process.

Efiana (2021) also 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. This situation harm the process of learning pronunciation In addition, the duration of online learning that has been going on for months has caused students bored and lazy to perform or pay atention to teachers' feedback. In addition, Sholichin & Razak (2021) mentioned 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) who 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.

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, based on the implementation of cartoon video in cycle 2, the suitable learning system used to teach using video media especially cartoon video, was an offline learning system. In offline learning environment, there's no delay because of the connection, so that the students can get the model smoothly and get the feedback directly from the teacher and the teacher also could ask the students to perform directly and control the learning process better (Pratama, 2019; Rahmawati 2020).

b. Speech Rate

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 statements from one students, who could not clearly catch the pronunciation in the cartoon video. The students 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) 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). Hayati (2010) 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 nonnative 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.

c. Pronunciation Practices

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. This is in line with the with the Input Hypothesis by Stephen Krashen which states that "learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level," 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 be active in practicing pronunciation in order to optimize the implementation of cartoon video to improve students' pronunciation skill.

The Students' Perception on the Use of Cartoon Video

Teaching is not only transferring knowledge to students, but also the process of changing student behavior, which is closely related and often determined by their perception (Mardianti, (2018). Therefore, in the learning process, teachers must consider students' perceptions on various aspects, including the learning material, method, and media. 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 research. Studies by Afrizal & Putra, (2018), Hitoniah, (2016), and Pratama, (2019) highlight that students' perceptions of the use of video were positive. Because by using video, especially cartoon videos, it 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 video. It was proved that the quality of the cartoon video 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 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 cartoon video 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 studies usually had a positive perception on 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.

CONCLUSION

Based on the discussion after analyzing the data in the previous chapter, the researcher concluded that the implementation of cartoon videos was proven to improve students' pronunciation skills. In order to achieve the effective 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 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

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.

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