CHAPTER II
LITERATURE REVIEW

A. Communicative Competence

Communicative competence is a term in linguistics, not only refers to a language user's grammatical knowledge but also social knowledge about how and when to use utterances appropriately. The important thing in English language teaching is communicative competence because achieving communicative competence in a second language is both learning the grammatical rules of a language and learning when, where, and with whom to use the language in a contextually appropriate way (Aslam Sipra, 2013). Define communicative competence as the capacity of an organization and its personnel to communicate effectively in foreign languages and to convey information in a manner that is easily understood by foreign customers. The term communicative competence is the knowledge of both rules of grammar and rules of language use. Communicative competence is a level of language learning that language users can deliver their messages to others and understand others' messages within specific contexts.

Communicative competence means having 'a competence to communicate'. This competence can be oral, written or even nonverbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. Language, according to many researchers, is a means of communication, and it comprises four main skills; listening, speaking, reading and writing. According to, there are some statements of communicative competence by expert. The importance thing in English language teaching is communicative competence because achieving communicative competence in a second language is both learning the grammatical rules of a language and learning when, where, and with whom to use the language in a contextually appropriate way (Aslam Sipra, 2013). Communicative competence as the capacity of an organization and its personnel to communicate effectively in

foreign languages and to convey information in a manner that is easily understood by foreign customers. The term communicative competence is the knowledge of both rules of grammar and rules of language use. Communicative competence is a level of language learning that the language users can deliver their messages to others and understand others' messages within specific contexts.

Based on the above discussion, this study defines the term "communicative competence" as knowledge of the rules of verbal and non-verbal communication and the skills to use them effectively and appropriately understand knowledge in real life to achieve communication goals.

Communicative competence includes the following aspects of language knowledge:

1. Knowing how to use language for a range of different purposes and functions.

2. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

3. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).

4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies.

(citied in Richards, 2006)

To achieve the Communicative competence above, one approach would be be used in this research, namely text-based instruction or what is known as a genre-based approach which has been developed under systemic functional linguistics. Text here is used in a special sense to refer to a sequence of structured language used in a specific context in a specific way. To be specific, the genre-based approach (GBA) used is under systemic functional linguistics (SFL) movement. Hereafter would be be known as SFL GBA.

The SFL GBA is based on three basic principles. The first principle is that learning a language is a form of social activity (Emilia & Hamied, 2015; Martin, 2014). This means that SFL GP requires a social context. In this study, social activity or social context refers to everyday life texts such as instruction, invitations, and requests for permission required by the national curriculum. The second principle is explicit teaching. Here, teaching a language must be explicit where a teacher provides explanations and resources for the students to learn the social functions, schematic structures, and linguistic features of the genres (Aunurrahman *et al*., 2017a; Emilia & Hamied, 2015). The third principle is guidance. Teaching is more than just transferring the knowledge above to the students. It is also about providing proper guidance or also known as scaffolding that would help the students to be independent in learning especially in constructing their own texts individually (Kuiper *et al.,* 2017; Kusumaningrum, 2015; Nugraha, 2013).

In a type-based approach, the most important primary element is the use of text. The text here is not limited to written text, but also includes symbols and images with meaning and context (Emilia, 2005). In this study, the background was UK rural students from primary and secondary education levels. Assuming that students have limited English experience, this study would be help increase students' experience by using relevant texts.

B. Concept of English Village

Since the implementation of the 2013 Curriculum, Elementary Schools no longer offer English because it is not a compulsory subject but only local content. This rule causes English to become increasingly foreign to children, especially at the basic education level, while learning English as a Foreign Language at the primary education level can be a solid foundation for children. The need for English has turned out to be higher, especially since the implementation of the ASEAN free market in 2015 through the ASEAN Economic Community (MEA) (Merdeka.com, 2020).

Other children whoe are lesser fortunate in some locations, have access to even the basic education since they shortfall access to variables that assist effective education, such as fewer skilled teachers, parental backing, and scarce educational resources. Furthermore, the situation of English as a local content study has an impact, access to English at primary level, especially the division between urban and rural areas and amongst urban schools, has been underlined by several researchers. Therefore, the English Village program in West Kalimantan Province is needed as part of non-formal education to build children's English communication skills. A high-quality education that includes English Language Education, would be enable children to get better job opportunities at home and abroad when they grow up because they have Foreign Language skills.

The implementation of the Kampung English program as a non-formal education program allows an introduction to English to be carried out from an early age using materials that are built according to the needs of the village community rather than depending on the National Curriculum which may not be adaptive for the village community.

There are 3 models of English Village options that can be developed based on the agencies that would be be involved. The 3 selected models are:

1. Village Model. The Kampung English model of the Village means that the Village is would being to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. This model is most expected to be implemented because the village has a major influence on the development of people's lives.

2. School Model. The English Village Model of the School means the School is would being to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. The target schools are elementary schools where English is not a compulsory subject. Implementation in schools can be done in the form of local content or extracurricular activities. However, this implementation is not easy because schools need to conduct a needs analysis to indicate the urgency of the need

for English subjects. In addition, this implementation may only be limited to students in the school environment.

3. Islamic Boarding School Model. The Kampung English model of the Pesantren means the Pesantren is would being to participate in the Kampung English Program in terms of human resources, facilities, management, and financing. The pesantren model has similarities in the weaknesses that exist in the school model, which is limited to the pesantren environment.

Based on the above types of English villages, this study would be apply the village model. The researcher would be further communicate the English village program to the village government in terms of human resources, facilities, management, and financing.

C. Cartoon

1. Definition of Cartoon

Through the definition cartoon , it can be concluded that cartoon film is a set of moving pictures which express a certain theme, idea, or by using moving drawings instead of real people and places provided the visual works in a positive way to enhance or supplement the language point. There are some definitions of that stated by some expert. According to (Munir, 2016) the component of this consist of text, picture, video, and audio. In other word, making communication by using more than one media.

Cartoon is a form of graphic communication which is an interpretive image that uses symbols to quickly and concisely convey a message or attitude towards a particular person, situation, or event. Cartoons are always considered as images that only provide entertainment, but behind that cartoons have a high critical value in every theme created. Cartoons influence the mindset and actions of technology users. The purpose of this study was to describe the use of cartoon film media to improve learning outcomes. Using cartoon film media is an illustration of obstacles in the implementation of learning material and how to overcome them.

As a form of graphic combination, a cartoon is an interpretive image that uses symbols to convey a message quickly and concisely, or an attitude towards certain people, situations, or events. Cartoons usually only reveal the essence of the message that must be conveyed and pour it into simple images, without details, using symbols and characters that are easy to recognize and understand correctly.

Someone's interest against cartoons caused in expressing comments, cartoons present the problem not directly but through a metaphor so as not to be revealed the meaning of the stars behind the events. Metaphor is an expression symbol (topic) to another symbol system (vehicle). Combination of two meanings words/situations cause a conflict between similarities and differences, so that expand the meaning into a new meaning.

2. Cartoon Characteristics

Cartoons have the following characteristics:

a. The picture is a bit short

b. Not to much use many words

c. Easy to understand and recognize

d. Messages are usually fresher and clearer

D. Teaching Procedure

1. Characteristics

English village uses a genre-based approach with teaching procedures for building knowledge of the field, modelling, joint construction, independent construction and using the teaching principles of explicit teaching and scaffolding.

2. Building Knowledge of Field

The purpose of this stage is to build up students' knowledge or background knowledge about the topic they are about to write about or about its topic. This stage is the most fundamental stage in the cycle that should be conducted to assist students to gain an understanding of the

context and it affects how students perceives new information (Aunurrahman *et al*., 2017a; Emilia & Hamied, 2015). To help students master the topic, teachers teach language skills at this stage, including reading, listening, and speaking. In the context of studying in Indonesia, this stage is very helpful for students to learn relevant knowledge and vocabulary. When the student's vocabulary is very limited, the number of meetings would be be allocated as much as possible according to the needs.

At this stage students:

1. Introduce the social background of the real model of the specific type of text being studied

2. Explore the characteristics of the general cultural background in which such texts are used and the social goals to be achieved

3. Explore the context of the current situation by checking the register of the selected example text.

At this stage, teachers must carry out activities to help students understand the content of the text, including the role of relevant personnel, the purpose of the text, the function of the text and the type of situation. Understanding activities can range from simple activities (finding information about "what") to more complex activities (reasoning questions). The questions can be in the form of multiple choice, complement or description depending on the level of learning. This stage can be carried out in multiple meetings, because the intensive accumulation of knowledge would be enable students to truly understand the topic to be written or discussed. This would be make it easier for students to write or talk about topics in the same type of text. The longer time in this phase can be compensated by reducing the time allocated to the next phase.

3. **Modelling of Text**

At this stage the teacher provided a text model to explain Including its organizational structure and language characteristics. This activity

refers to deconstruction of the text. Teachers can also demonstrate to students writing certain types of essays in front of the class, so that students also know how the teacher writes, revises and edits his essays.

At this stage, analysis and discussion are conducted on how and why examples of texts from certain types of texts are arranged to express meaning. Through text deconstruction, it is possible for students to analyze the components of the text, examples of questions that teachers can use to help students, for example:

1. What is the social function of the text?
2. Who uses it?
3. What is the topic?
4. Who are the participants?
5. How do they relate to each other in the situation?
6. Is the language spoken or written?
7. What are the language features?

In short, at this stage, students study the structural patterns and language features of the model text, and compare the model text with other examples of the same type of text. At this stage, it is recommended that teachers use diagnostic principles to determine how much time to invest in specific language features, and the type of display or practice that each student needs to demonstrate or practice for each feature. The activities of giving examples and disassembling texts are carried out at the level of discourse, sentence and expression.

It is at this stage that the teacher can use various techniques to deal with the grammar and structure of the text. However, all activities and teaching points are handled in relation to the type of text being studied, the social goals to be achieved, and the meaning to be generated. Teachers to expose a number of texts with the same genre to students so that they see that there are variations in similar texts.

4. Joint Construction of Text

This stage provides opportunities for students to implement their understanding and ability to produce texts from the type of text being taught. At this stage, students begin to contribute to the preparation of all examples of the type of target text and the teacher gradually reduces his contribution to the preparation of the text while students are increasingly able to control the writing of text types independently (Emilia, 2014). To make students confident in producing texts, the principles of scaling and the zone of proximal development are clearly visible because teachers or peers who are more proficient in providing real assistance to individual students. At this stage even though the dominance of the teacher is reduced, the teacher must ensure that the students continue to really work. Because if student participation is reduced or passive, the purpose of this stage cannot be achieved. In the Indonesian context where the average number of students in the class is a large class, the teacher's attention to the participation of each individual must be a top priority. If the essence of this stage is not met, this approach would be be useless.

It is important for the teacher to carry out a diagnostic assessment because the teacher must determine whether students are ready to move on to the next stage or whether they still need to do additional tasks in the previous two stages.

5. Independent Construction of Text

The learning activities in this stage are the same as those in the previous stage, except that the students write texts independently at this stage. This activity was also in line to teacher gradually decreased her role in guiding the students, thus they could construct a text independently. Through the opportunity to write texts independently, students gain opportunities for oral and writing skills that are just starting out in the early stages.

Learning activities at this stage include:

1. Listening tasks, such as comprehension activities of recorded materials or real (direct) materials, such as doing homework, checking (√) or marking a line on a worksheet, answering questions, etc.

2. Speech assignments, such as oral reports before classes, community organizations, etc.

3. Listening and speaking tasks such as role play, real dialogue or dialogue simulation

4. Reading tasks such as comprehension activities in response to written material such as completing an assignment, sorting pictures, numbering sequentially, putting a tick (√) or underlining worksheets, answering questions

5. Writing assignments that require students to draft and present the full text.

B. Teaching Materials

Kids can learn a lot through videos/cartoons. There are many educational cartoons, created especially for children, through which they can learn vocabulary, word spelling, functions, expressions, and foreign languages. Children can learn foreign languages by watching cartoons, as some of them present some initial vocabulary and common expressions in the target language.

There is a cartoon called Dora the Explorer which is very appealing to children, besides that it also deals with English in a way that can be explored in English teaching process as shown below.

Dora The Explorer

As we have already discussed, people learn English for many reasons, such as academic purpose, career, culture, etc. Independent of cause, the sooner the better, as it is supported by the critical period hypothesis.

Children are motivated by visual and auditory assistance. Therefore, the purpose of this paper is to demonstrate whether video/cartoon is a truly beneficial tool in the English teaching process. For that, we've chosen an episode of Dora the Explorer.

Dora the Explorer is an educational TV cartoon that engages children by teaching them how to say numbers, colours names, functions and other language features in their native language, but she also teaches some English vocabulary, expressions and short sentences. However, in the original version, Dora spoke English and taught the audience to speak some Spanish.

The adventures revolve around a problem, which most of the time is caused by the villain Raposo, which is always trying to disturb Dora and Botas through their way. He is called Swipper in the American version because he steals things from the characters. Raposo can only be stopped if the viewers say "Raposonãopegue".

The help of viewers is part of the interaction because when the characters ask questions, such as if they see something or if they know what something is, they give viewers some time as if they were waiting for the child to respond. Dora has a backpack in which she carries all the stuff she needs, including a map. The map and the backpack sing a short song explaining what they are used for every time Dora needs them.

All episodes follow the same order of events for the child to understand the pattern of situations where little Dora ends up getting involved. There is always a problem for them to deal with, but they always find a way to handle the problems created by him.

Their learning preferences and their own way of learning also counts a lot. People that are called visual learners cannot learn something until they see it. The auditory ones learn best by listening and the kinesthetic learners find it easier to learn by physical action, such as miming or role-play. Dora's cartoon presents all those learning styles, as children can watch,

listen and also move according to what the episode presents (Widayati, 2012).

Table 2.1 Teaching Material

In Indonesian Version	In English Version
Dora the Explorer adalah kartun TV pendidikan yang melibatkan anak-anak dengan mengajari mereka cara mengucapkan angka, nama warna, fungsi, dan fitur bahasa lainnya dalam bahasa ibu mereka, tetapi dia juga mengajarkan beberapa kosakata bahasa Inggris, ekspresi, dan kalimat pendek. Namun, dalam versi aslinya, Dora berbicara bahasa Inggris dan mengajari penonton untuk berbicara sedikit bahasa Spanyol. Petualangan berkisar pada masalah, yang sebagian besar disebabkan oleh penjahat Raposo, yang selalu berusaha mengganggu Dora dan Botas melalui jalan mereka. Dia disebut Swipper dalam versi Amerika karena dia mencuri sesuatu dari karakternya. Raposo hanya bisa dihentikan jika penonton mengatakan "Raposonãopegue". Bantuan pemirsa adalah bagian dari interaksi karena ketika karakter mengajukan pertanyaan, seperti jika mereka melihat sesuatu atau jika mereka tahu apa itu, mereka memberikan waktu kepada pemirsa seolah-olah mereka sedang menunggu anak untuk merespon. Dora memiliki	Dora the Explorer is an educational TV cartoon that engages children by teaching them how to say numbers, colours names, functions and other language features in their native language, but she also teaches some English vocabulary, expressions and short sentences. However, in the original version, Dora spoke English and taught the audience to speak some Spanish. The adventures revolve around a problem, which most of the time is caused by the villain Raposo, which is always trying to disturb Dora and Botas through their way. He is called Swipper in the American version because he steals things from the characters. Raposo can only be stopped if the viewers say "Raposonãopegue". The help of viewers is part of the interaction because when the characters ask questions, such as if they see something or if they know what something is, they give viewers some time as if they were waiting for the child to respond. Dora has a backpack in which she carries all the stuff she needs, including a map. The map and the backpack sing a short song explaining what they are

| ransel di mana dia membawa semua barang yang dia butuhkan, termasuk peta. Peta dan ransel menyanyikan lagu pendek yang menjelaskan apa yang mereka gunakan setiap kali Dora membutuhkannya. Semua episode mengikuti urutan kejadian yang sama agar anak memahami pola situasi di mana Dora kecil akhirnya terlibat. Selalu ada masalah yang harus mereka tangani, tetapi mereka selalu menemukan cara untuk menangani masalah yang diciptakan olehnya. | used for every time Dora needs them. All episodes follow the same order of events for the child to understand the pattern of situations where little Dora ends up getting involved. There is always a problem for them to deal with, but they always find a way to handle the problems created by him. |

Table 2.2 Teaching Procedure

Stages	Features Of Unit Design	Principled Eclecticism Enactment
Building Knowledge of the Field	1. Students watch and observe Dora the Explor cartoon to identify the contents of Dora the Explor cartoon. 2. After the students watch and observe the cartoon, the students identify the vocabulary in the cartoon. 3. Students discuss the meaning of the cartoon.	At this stage, the teacher builds students' knowledge by observing cartoons, and identifying vocabulary in cartoons. And can find the meaning of the card film.
Modeling	4. The teacher gives an example in identifying the meaning of the cartoon. 5. The teacher gives an example in identifying vocabulary from the	At this stage, the teacher becomes a model in identifying the meaning, vocabulary used and practicing directly so that students

		cartoon.	can easily understand the cartoon.
Joint Construction	6. Students can identify the meaning and vocabulary of the cartoon. 7. Students and teachers together identify and solve existing problems.	At this stage, the teacher and students practice together how to sing the song guided by the teacher.
Independent Construction	8. Students work individually / in pairs / in groups to find meaning, vocabulary, as a whole and then retell the cartoon.	At this stage students independently work on and identify the assignments given by the teacher, and can interpret the cartoons that have been watched.

Above shows the written text that would be be taught to the students of English Village Parit Nanas. As can be seen, the written texts to be taught have different social objectives, text structures, and linguistic elements. Just providing text is not enough. This leads to the second and third elements, namely explicit teaching and scaffolding or guidance.

Explicit teaching means giving clear and unambiguous instructions and teachings. The role of the teacher or teacher is to clearly show students what has been and needs to be done when writing texts, especially when they are in the zone of proximal development (Kuiper *et al*., 2017; Vygotsky, 1978; Wood *et al.,* 1976). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding that students need before leaving the zone of proximal development towards independence (Aunurrahman *et al*., 2017c; Emilia, & Hamied, 2012).

Then, the genre-based approach has 4 stages that are often used in Indonesia, namely: (1) building basic knowledge; (2) text modeling; (3) text construction with the teacher; and (4) individual text construction

(Aunurrahman *et al.,* 2017a; Emilia & Hamied, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and repetitive activity (Emilia, 2005).

It can be seen that the genre-based approach places more emphasis on text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach would be also be applied to see how the application of a genre-based approach in teaching English to the students of the Parit Nanas English Village, Pontianak City.

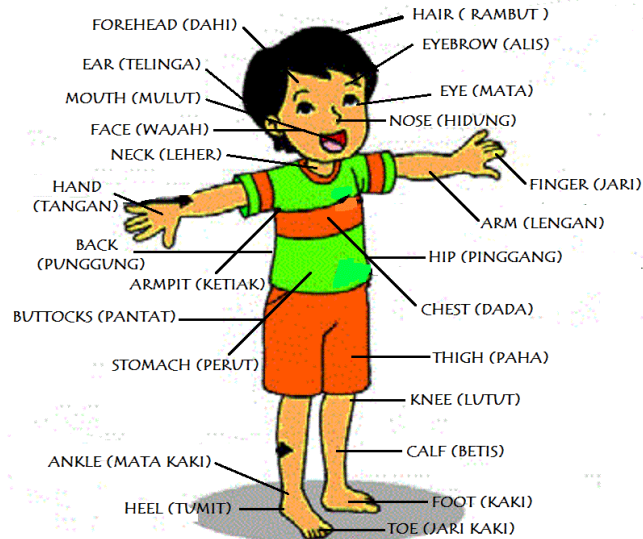**C. Using Cartoon to Teach Students of English Village at Parit Nanas**

Cartoons have benefits in learning activities to explain the series of content in the material a logical sequence and contain meaning easily and easily interesting for learning to teach students. According to Sudjana explained that "Cartoon media is depictions in the form of paintings or caricatures of people, ideas or situations designed to influence opinion, although there are some cartoons that serve to make people smile and laugh. Cartoons as tools that benefit important in teaching, especially in explaining the series of contents materials in a logistical sequence or contain meaning". From the statement above, it can be said that cartoon media is media in the form of images or caricatures that have benefits in learning activities to explain the series of contents subject matter and contains meaning in an easy and interesting way, media is all physical form that can convey message and can interesting students to study.

Table 2.3 Texts Taught In English Village

Social Objective	Teks Parts of Human Body
Text Structure	To Know The Parts of The Human Body

This is my hand. These are my hands. I can touch something with my hand. This is my foot (singular) These are my feet (plural). I can walk with my feet. This is my eye (singular) These are my eyes (plural) I can see you with my eyes. This is my mouth. I can talk with my mouth. This is my ear. These are my ears I can listen to you with my ears.	**MY BODY** FOREHEAD (DAHI) HAIR (RAMBUT) EAR (TELINGA) EYEBROW (ALIS) MOUTH (MULUT) EYE (MATA) FACE (WAJAH) NOSE (HIDUNG) NECK (LEHER) HAND (TANGAN) FINGER (JARI) BACK (PUNGGUNG) ARM (LENGAN) ARMPIT (KETIAK) HIP (PINGGANG) BUTTOCKS (PANTAT) CHEST (DADA) STOMACH (PERUT) THIGH (PAHA) KNEE (LUTUT) ANKLE (MATA KAKI) CALF (BETIS) HEEL (TUMIT) FOOT (KAKI) TOE (JARI KAKI) by Ifha https://4.bp.blogspot.com/-VmPlbNSe-

Table 2.3 shows the written text that would be be taught to Parit Nanas English Village students. As can be seen, the written texts to be taught have different social goals, text structures and linguistic elements. Just providing text is not enough. This leads to the second and third elements, which are explicit teaching and scaffolding or guidance.

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the zone of proximal development (Kuiper *et al.,* 2017; Vygotsky, 1978; Wood *et al.* , 1976). Demonstrating what has been and needs to be done is also part of the guidance or scaffolding that students need before moving out of the zone of proximal development towards independence (Aunurrahman *et al*., 2017c; Emilia & Hamied, 2012).

Then, the genre-based approach has 4 stages that are often used in Indonesia, namely: (1) building basic knowledge; (2) text modeling; (3) text construction together with the teacher; and (4) individual text construction (Aunurrahman *et al*., 2017a; Emilia & Hamied, 2012). These stages are dynamic and can adapt to circumstances because writing is a complex and recursive activity (Emilia, 2005).

It can be seen that the genre-based approach emphasizes text because a text has meaning. To produce a meaningful text, the structure of the text and linguistic elements including grammar are the keys to success. Of course, the role of the teacher or instructor is also important in guiding students explicitly to produce meaningful texts. In addition, 4 stages of a genre-based approach would be also be applied to see how the application of a genre-based approach in teaching English to the students of Parit Nanas English Village, Pontianak Utara.

D. The Procedure of Using Cartoon as a Media in Teaching

Munir, (2016) suggests some principles of using cartoon film in classroom. Here are the steps :

a. Teacher Preparation

1. Teacher Prepare the Lesson Units.
2. Teacher choose the appropriate cartoon film to achieve his her learning objectives as a media to teach students.
3. Teacher integrates the cartoon film as a media to teach students of english village at parit nanas.
4. Theacher preview the cartoon film prior to the start class. By doing so, can gain complete data about the cartoon film as a media is going to use.

5. Teacher explicity maps the correlation between the cartoon film as a media and other learning activities, such as activities class discussion and so on.

b. Class preparation

1. Teacher prepares the classroom and all required equipments.
2. Teacher prepares the students readiness for learning through cartoon film as a media.

c. Presentation

Presentation teaching materials by using is common cartoon film should be learned. Even if it is needed, it may be replayed several times: Teacher has to make sure that the classroom is dark, who is going to be the operator, and who setting should also the room

d. Follow-up

After the cartoon film has been played, follow up activities are necessary to reinforce studens mastering the skills and knowledge they have already learned. After that, field notes and given the students a worksheet.

E. Previous Studies

Based on the results regarding research the use cartoon film as a media to teach students in learning english. The result of this research teaching English in is introducing cartoon as a media in English as the first foreign language to students in order to be able to communicate simple English, So the teacher of should have appropriate method in teaching English. This study is focused on the using cartoon method of teaching vocabulary by using Cartoon Movie to improve student's vocabulary mastery. The method of research used in this study is action research. From this study, Researcher could take the conclusion that, the role of using cartoon as a media is very important to increasing achievement vocabulary mastery in learning English. Therefore, to help the students to remember vocabulary and practice in learning language. So, they was study vocabulary more easy and not bored in learning language. It is one

of solution to be used as appropriate method in teaching learning proses (Usman, 2012).

The students got many vocabularies by conducting watching film cartoon activity. That motivation gives task and practice by involving activity in order that the student can understand word by word and meaning of words. So that, they can learn vocabulary. Most of students like while watching cartoon film something because they have seen and they have heard something that is pronounced by other people in film. Using of media is needed to conduct teaching and learning process in the class. The suitable media is audio visual media because the media contains picture and voice so the students can see and hear directly such as cartoon film. By using this media, the students will be enjoyable and pleasure to learn English vocabulary, make the message clearly, can save the teacher energy, can motivate the student to learn, can increase the quantity of teaching and learning (McGuinness & Fulton 2019).

Moreover, the up to date research of using interesting media to inspire comprehension conducted by Nurhayati (2014b) investigated retelling the ideas and summarizing text using interesting picture series can increase the students' motivation in class especially to improve their comprehension. They got more strategies to deliver their ideas to other friends after those watching cartoon film. It is also supported by Nurhayati current research (2015a) investigated improving students 'pronunciation ability through film cartoon, moreover it also conducted to get more information what activities which make them tend to become more confidence to pronounce some basic words in enjoyable situation.

From the statement above this study focuses on choosing a suitable media that is using cartoon as a media to teaching in learning english, in this case cartoon film is considered as suitable media. By using cartoon film the students seem easier to understand the vocabulary because they like the cartoon especially Dora's cartoon. So, the students feel easy to follow the story and understand word by word in Dora's film. Children like cartoon, so that they will enjoy teaching and learning in the classroom if a teacher uses cartoon. For

the children, cartoon is fun. (Junaedi *et al.,* 2020) state that cartoon film offers a fun and meaningful teaching and learning experience. A meaningful teaching comes from the ability of the teacher to choose the best and appropriate teaching method to be used in the classroom. A teacher should inspires the students in class by implementing the interesting teaching strategies in class. English teacher is the one who could implement the teaching technique strategies and skills which is changing students' learning style.