

The Use of Cartoon Movie to Improve Students' Storytelling Ability

(A Quasi-Experimental study at Senior High School)

A FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor Degree

in English Education



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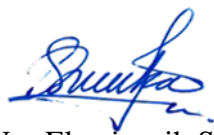
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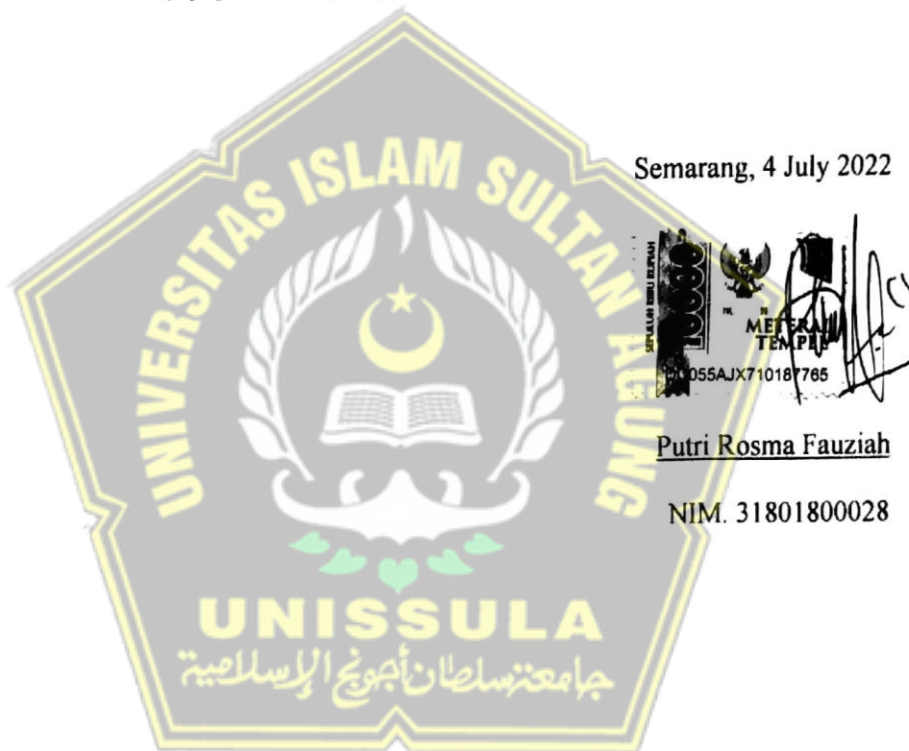
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of the other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is no valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, 4 July 2022



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MOTTO AND DEDICATION

MOTTO

"One act of kindness spreads roots in all directions, and those roots grow and make new trees."

- Amelia Earhart

DEDICATION

The final project is dedicated with love to:

1. My beloved father and mother Mr. Setiyo Pujihartono and Mrs. Teti Sugiarti who always give support, love and motivation at all times.
2. My beloved brothers, Syauqi Taufiqurrohman, and faris Nashirulhaq who always give me strength and happiness.
3. My big family who always give prayers and support whatever and whenever.

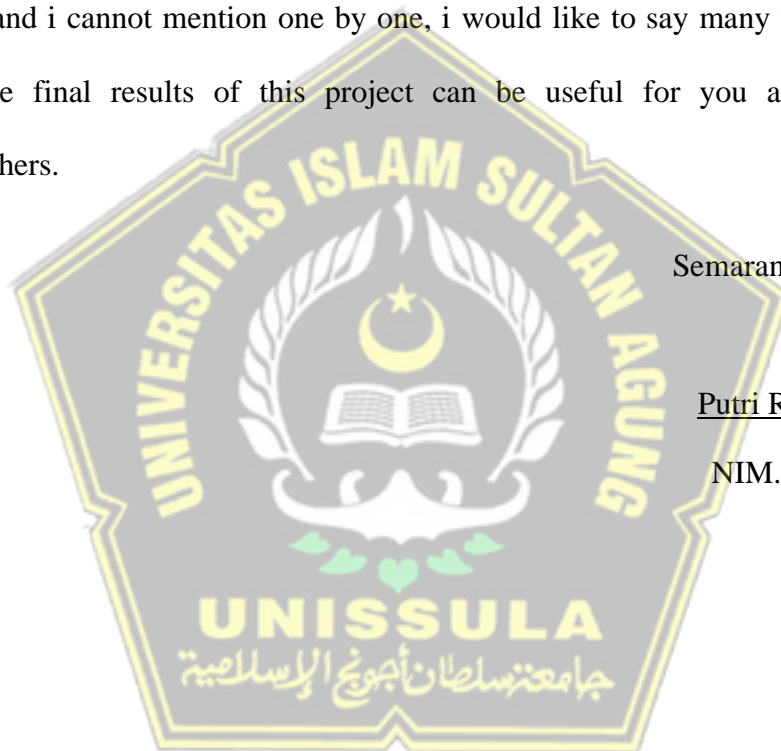
ACKNOWLEDGEMENT

In the name of Allah SWT, I praise and thank Him for the gift of sustenance, guidance, and His grace, so that I can complete this final project as well as possible. Sholawat and greetings are always poured out for the lord of the Prophet Muhammad SAW whom we look forward to for intercession in the world and in Yaumul Qiyamah later. I would like to thank:

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6. Soleh Amin, S.Pd., M.Pd. As the Principal of SMA Negeri 5 Semarang who has given permission to conduct research.
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To all those who have helped me in any way while i was finishing this thesis and i cannot mention one by one, i would like to say many thanks. I hope that the final results of this project can be useful for you and for future researchers.



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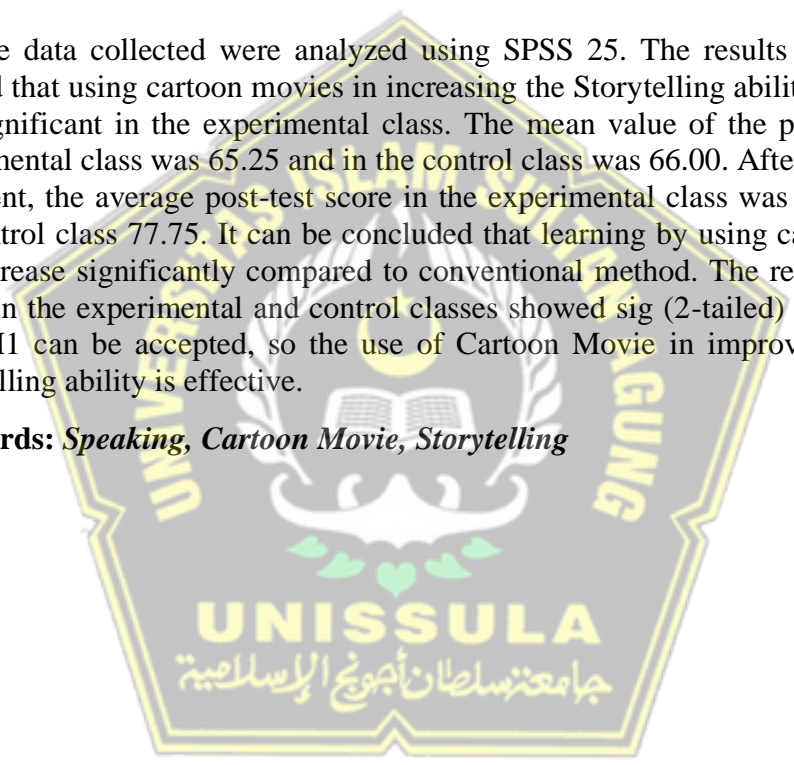
ABSTRACT

Putri Rosma Fauziah. (2022). “*The Use of Cartoon Movie to Improve Students’ Storytelling Abilit*”. A final project. English Education study program. Faculty of Language and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

This study aims to determine whether the use of cartoon movies can help students in improving students' speaking skills through Storytelling or not. This study used a Quasi-Experimental design with quantitative methods. The sample used in this study were 3 classes as a Try-Out, control, and experimental. The population in this study was the tenth grade students of SMA Negeri 5 Semarang in the 2021/2022 academic year with a total of 99 students.

The data collected were analyzed using SPSS 25. The results of the study showed that using cartoon movies in increasing the Storytelling ability of students was significant in the experimental class. The mean value of the pre-test in the experimental class was 65.25 and in the control class was 66.00. After being given treatment, the average post-test score in the experimental class was 69.62 and in the control class 77.75. It can be concluded that learning by using cartoon movie can increase significantly compared to conventional method. The results on both t-tests in the experimental and control classes showed sig (2-tailed) $0.000 < 0.005$. Thus H1 can be accepted, so the use of Cartoon Movie in improving students' Storytelling ability is effective.

Keywords: *Speaking, Cartoon Movie, Storytelling*



INTISARI

Putri Rosma Fauziah. (2022). “*The Use of Cartoon Movie to Improve Students’ Storytelling Ability*”. A final project. English Education study program. Faculty of Language and Communication Science, Sultan Agung Islamic University. Advisor: Nur Ekaningsih, S.Pd., M.Pd.

Penelitian ini memiliki tujuan untuk mengetahui apakah penggunaan cartoon movie dapat membantu siswa dalam meningkatkan kemampuan berbicara siswa melalui *Storytelling* atau tidak. Penelitian ini menggunakan desain *Quasi-Experimental* dengan metode kuantitatif. Sample yang digunakan dalam penelitian ini yaitu 3 kelas sebagai Try-Out, control, dan experiment. Populasi dalam penelitian ini adalah siswa kelas sepuluh SMA Negeri 5 Semarang dalam tahun ajaran 2021/2022 sejumlah 99 siswa.

Data yang dikumpulkan di analisis dengan menggunakan SPSS 25. Hasil dari penelitian menunjukkan bahwa menggunakan *Cartoon Movie* dalam meningkatkan kemampuan *Storytelling* siswa significant pada kelas experiment. Nilai rata-rata *pre-test* di kelas percobaan adalah 65.25 dan di kelas kontrol 66.00. Setelah diberikan perlakuan, nilai rata-rata *post-test* di kelas percobaan adalah 69.62 dan di kelas kontrol 77.75. Hal ini dapat disimpulkan bahwa pembelajaran dengan menggunakan *Cartoon Movie* dapat meningkat secara signifikan dibanding dengan metode tradisional. Hasil pada kedua t-test dalam kelas percobaan dan kontrol menunjukkan *sig (2-tailed)* $0.000 < 0.005$. Dengan demikian H1 dapat diterima, jadi penggunaan *Cartoon Movie* dalam meningkatkan kemampuan *Storytelling* siswa effective.

Kata kunci: *Berbicara, Film Kartun, Storytelling.*

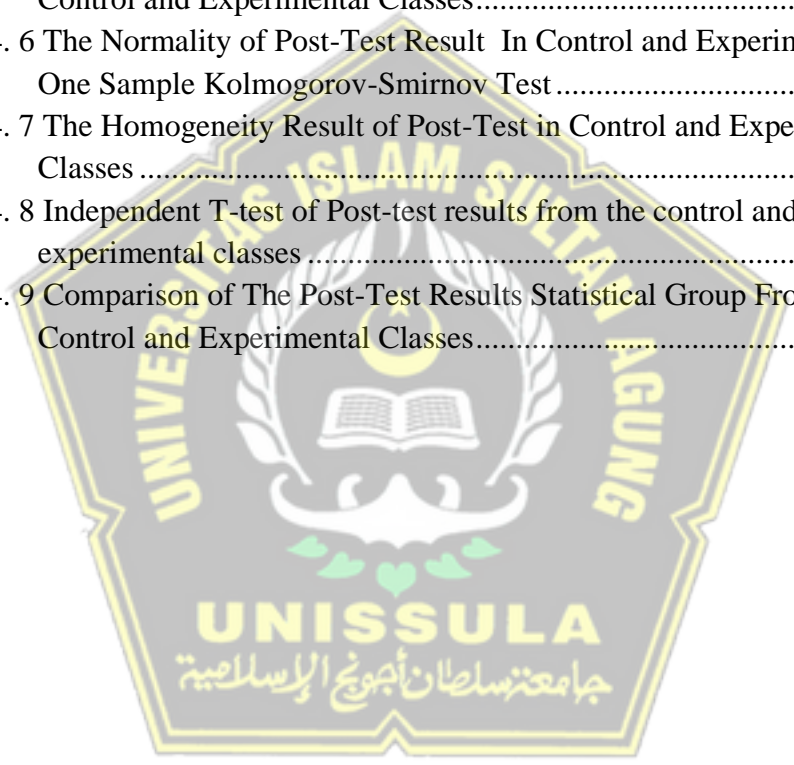
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CHAPTER 1

INTRODUCTION

In this chapter the researcher presents Background of the Study , Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Hypothesis of the Study, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Organization of The Study.

1.1 Background of the Study

English language is an international language. Almost all countries make English as the second language after their national language. Nowadays, we must be able to master and speak fluency in English. English is used as a way to communicate with each other. Sometimes people don't feel confident when they learning English or speaking with English, because they feel their pronunciation is not correct. So, people feel that English is a difficult language to learn (Srinivas Rao, 2019).

In Indonesia, English education is taught starting from junior high school and this is one of the big challenges for a teacher in teaching English to maintain the motivation of their students in mastering English. Therefore, the teacher must be able to make English learning are easy, interesting and up to date by using media that encourages students to be better (Nishanthi, 2018).

Many skills in language learning must be fulfilled and one of them is speaking. Speaking is an oral skill performed by two or more people to interact with one another as a speaker and listener. The content that is discussed must fit

their purpose and needs. The ideas of the discussion contain information that is supposed to be useful, and also when communication takes place there must be feedback between the speaker and the listener. Success in communication is a comprehensive completeness in which speech answers understand the language we use. One of the goals of speaking is accuracy, so students speak English with the pronunciation and structure of the language clearly and correctly (D & Waris, 2015). We use these skills to better communicate with foreign languages. That means pronunciation is the most important aspect of mastering in English language system. While speaking, it is necessary to have clear pronunciation, so the objectives that you want to convey will be conveyed properly. Especially in English, there are so many words that pronounce similarly but they have different meanings. Therefore, good pronunciation is needed when speaking in English to avoid misunderstandings.

Pronunciation is a word that is pronounced with almost the same sound, so sometimes it makes difficult for non-native speakers to interpret when they hear it. In English pronunciation word is written with a slash symbol and to convey its meaning, it can be seen from the way the word's tone rises and falls. A person's pronunciation can be seen from several factors such as where they live, how their environment, their education, and which they will raise (Hidayatullah, M. S., 2018).

Basically speaking pronunciation is very important for students since junior high school. In addition, people think that pronunciation is a small part of learning English, even though a lot of people learn new words but they pronounce it wrong. For learners in learning English, it is necessary to have accuracy and

fluency when speaking in English, because it will show what we mean, their fluency in English will make it easier when they are talking to foreigners (Ambalegin & Hulu, 2019).

Speaking is a skill that involves complex skills in terms of knowledge, social and culture, so to master these skills requires practice in real life. Teaching speaking must be taught explicitly through learning strategies, knowledge and skills, in the sense that learning speaking must have a real activity or practice. In this case the teacher facilitates through several students' speaking practice activities, with this students can communicate with other students or teachers using English, or the teacher gives an assignment and students present the results in front of the class, through these activities students can improve their speaking skills (Burns, 2019).

Movie is a medium that can help stimulate students in the process of learning English. At this time, there are many kinds of good movies, one of which is cartoon movie. Through cartoon movies, students can imitate the correct pronunciation from the dialogue or story. Cartoon movie is a media that moves to interpret a storyline of a person who is played by several characters and places that are not real. Movie is also one of the learning media that can make students comfortable in the learning process and relax, so that students can measure the storyline in the cartoon movie (Evenddy, 2021).

1.2 Reasons for Choosing the Topic

As a mention to the background of the study the writer choose the topic because, currently there were so many students who can master several skills in English well and find lots of new words, but they pronounce is not correct.

Moreover, speaking is an important aspect of communicating, so their pronunciation must be correct. To minimize the misunderstanding in communication, learning from native speaker will be essential for non- native speaker. Therefore, I choose this topic because many students are still lacking in their ability to speak English, so sometimes many are embarrassed or afraid when speaking in English. Thus, I want to motivate and provide a way of learning to speak with the right pronunciation through fun and interesting medium, which is named Cartoon Movie. Cartoon movies are appropriate media to use in the learning process and make it easier for students to learn on their own at home.

1.3 Research Question

Is cartoon movie effective to improve students' storytelling ability of the 10th graders at Senior High School?

1.4 Objectives of the Study

The objective of this current study is to find out whether or not using English Cartoon Movie is effective to improve students' storytelling ability of the 10th graders at Senior High School.

1.5 Hypothesis of the Study

There were two types of hypotheses used in this study. There are Null Hypothesis and Alternative Hypothesis (Mourougan & Sethuraman, 2017).

1. Null Hypothesis (H₀)

There is no significant difference in using English Cartoon Movie to improve students' storytelling ability of the 10th graders at Senior High School.

2. Alternative Hypothesis (H₁)

There is a significant difference in using English Cartoon Movie to improve students' storytelling ability of the 10th graders at Senior High School.

1.6 Limitation of the Study

The research was limited to maintain the focus of the research itself. The limitation of this study was the use of cartoon movie media in speaking ability of storytelling. The selected participants were 10th grade students of Senior High School. This study focused on the effectiveness of students' storytelling ability in viewing the implementation of cartoon movie in class.

1.7 Significance of the Study

The author expects that significant of the study can give benefits for teachers, students and next researcher.

1. For the teacher

The learning process can be used as a reference in learning methods and motivation in improving students' storytelling ability. Thus, teacher is not stuck in a single learning strategy. Teacher can use cartoon movie as media are fun, easy and interesting strategy for students' learning storytelling.

2. For the students

Learning to use cartoon film media to improve students' storytelling skills is an interesting learning strategy, by using this media students can improve their English language skills with the imagination they get

from watching cartoon movies, and they can express it according to their creativity.

3. For next researcher

These researchers can use this strategy to be their resource for further research which has similar topics to find views on the effectiveness of cartoon movies in training students' storytelling ability.

1.8 Definition of Key Terms

1. Cartoon movie

Cartoon movies are one of the media used in the teaching and learning process in the classroom in the form of pictures, cartoons can be used by anyone regardless of age (Putranti & Mina, 2015).

2. Storytelling

Storytelling is an activity that tells stories about culture and society which is sometimes presented with decorations or plays, and each culture certainly has its own story whether as a means of education, instilling moral values, cultural preservation, or entertainment, and character (Chaitin, 2004).

1.9 Organization of the Study

The organization of the study these studies are:

Chapter I : Introduction that consists of Background of the Study , Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Hypothesis of the Study, Limitation of the Study,

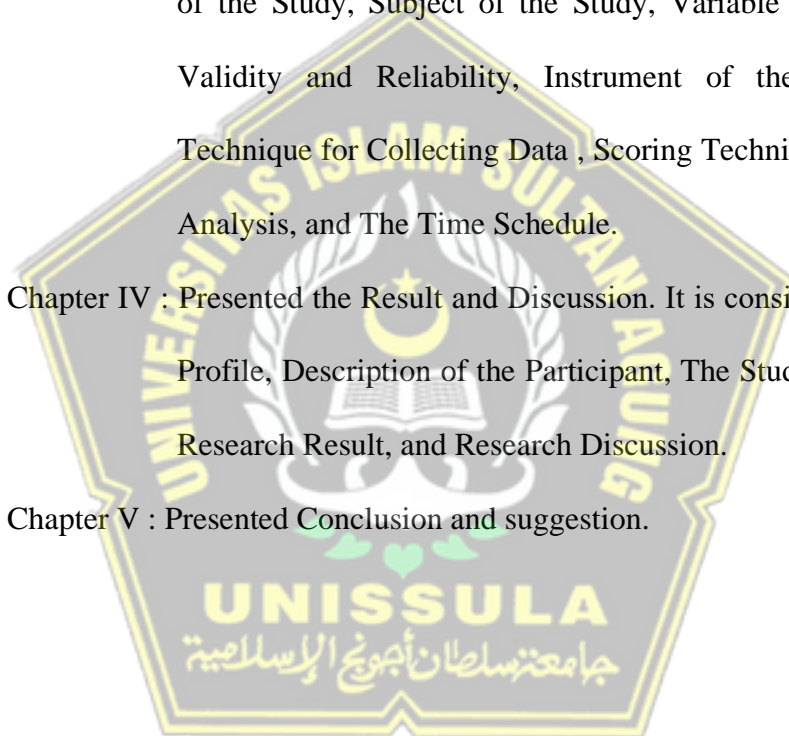
Significance of the Study, Definition of Key Terms, and Organization of The Study.

Chapter II: Provides review of literature. That is include Concept of Speaking, Concept of Storytelling, Concept of Cartoon Movie, The Advantages of Using Cartoon Movie, Movie as Teaching Media, and Previous Study.

Chapter III : Discusses about the method of the study that consists Design of the Study, Subject of the Study, Variable of the Study, Validity and Reliability, Instrument of the study, The Technique for Collecting Data , Scoring Technique, The Data Analysis, and The Time Schedule.

Chapter IV : Presented the Result and Discussion. It is consist of School's Profile, Description of the Participant, The Study Instrument, Research Result, and Research Discussion.

Chapter V : Presented Conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses: Concept of Speaking, Concept of Storytelling, Concept of Cartoon Movie, The Advantages of Using Cartoon Movie, Movie as Teaching Media, and Previous Study.

2.1 Speaking

In this sub-chapter the researcher explains several some definitions of speaking.

2.1.1 Concept of Speaking

Speaking is a skill that is assessed or observed by someone either directly or empirically (Brown, 2004). To improve students' speaking skills, teachers need to set learning strategies, so that students are accustomed to speaking in English. Because, in improving speaking English, students need to master several components such as: pronunciation, grammar and vocabulary. English itself is a foreign language, so sometimes students find it difficult to express their expressions orally using English (Ramasari & Virgia, 2019).

Communication is one way that can be used to convey an idea. So, students' speaking ability in English must be improved to make students more fluent. Because, repetition in communication makes the process of improving students' English skills better, teachers can also encourage it by training students in giving speeches or presentations in front of people (Asih et al., 2020).

From this definition, it can be concluded that speaking is one of the skills in English that needs to be mastered, because in communicating to convey an idea the speaker must speak clearly to be easily understood by others.

2.2 Storytelling

The sub-chapter of storytelling, the researcher explains the meaning of storytelling theory.

2.2.1 Concept of Storytelling

Storytelling is an activity to retell a story that has been heard or read by the storyteller based on his understanding of the story using his words (Zuhriyah, 2017). On the other hand, by storytelling students can build relationships with their environment and students can develop their imaginations from the stories they understand, so storytelling activities are very good for students. In fact, students are very happy to tell stories and hear stories from both teachers and friends, they usually tell stories about folklore. This activity is very beneficial for students, because with it students can improve their speaking skills in EFL learning (Prayogo & Wahyudi, 2016).

Storytelling can also be interpreted as a method of telling a story to others from the information they get. Thus, storytelling is the activity of retelling a story using the storyteller's words and involving an interaction between the storyteller and the listener (Julia, 2015).

From the definition above, the researcher concludes that storytelling is one of the learning methods that can be used by teachers to improve students' speaking

skills. The way is that students retell a story from what they read or see with the understanding they have gained using their own language.

2.3 Cartoon Movie

In this sub-chapter of cartoon movie, the researcher describes the meaning of cartoon movie and the advantages of using cartoon movie.

2.3.1 Concept of Cartoon Movie

Cartoon movie is an audio-visual learning media that can be used to interpret a learning message. This can help students in developing their imagination, students' curiosity and ability to communicate in English. Cartoon movies besides making students interested in the learning process, cartoons also have many titles that can be used according to the learning needs in the classroom, with these students can also improve their pronunciation and vocabulary skills (Rasyid, 2016).

Cartoon movie is an animation or object that is moved to make it look alive and has a soul, therefore cartoon movies are often called similar to animated films. Students often feel bored if the lesson only contains explanations, so there is a need for media to help students be interested in learning English, one of which is using cartoon movies. From each cartoon movie, students can pick up the moral messages contained in the movie, such as how to help, honesty, never give up, etc. Although sometimes in the movie there are protagonists and antagonists, this can be minimized with a clear storyline (Munir, 2016).

Cartoon movie is a teaching medium needed by a teacher in directing students according to learning objectives easily, because in teaching a foreign language the teacher has an important role in the success of the learning process.

That way, efficient tools and techniques are needed so that students feel interested and can't during the learning process, especially when teaching it to children who prefer to play dominantly, so this strategy can be used (Ulfa et al., 2017)

From the definition above, the researcher infers that cartoon movie is one of the fun and interesting learning media to be used by teachers and students in the process of learning English. In addition, by using cartoon movie students can learn English by themselves anywhere, and from cartoon movie students can also improve their imagination and creativity according to what they think.

2.3.2 The Advantages of Using Cartoon Movie

Movie is one of the learning media that can be used to improve students' English skills in the classroom. The use of movies in the learning process has several advantages, including that movies can motivate students in the English learning process and make students active in the classroom, besides that from movies students can find and add new vocabulary that they have never meet before, students can also understand how to pronounce (Kabooha, 2016).

Over time, various cartoons are developed according to their characters and genres, such as science, comedy, culture, politics, religion, etc. Cartoons can be watched by young or old, a quick way to attract children's attention in learning English is to use cartoons. Especially now in the era of increasingly developing technology, many children like to watch cartoons on television, but still need a guardian for their children, because watching these children is very easy to catch the meaning and sequence of the cartoons. Many children are very interested and

happy when watching cartoons, this really helps children to be active (Ghilzai et al., 2018).

Other advantages in using cartoon movies in the learning process improve students' English skills, including: cartoon movies are easy to use anytime during the learning process, make students more active so that the classroom atmosphere is more lively, cartoon movies can help to motivate students and make students more interested in learning English, students can express the truth that they catch from an incident or event in an interesting way, helping to change the character of students for the better, students can express their imagination as creatively as possible, increasing students' self-confidence in public speaking by reading their writings, and increase students' creativity in thinking. The success of the teaching and learning process can be seen from the creation of a good relationship between teachers and students while in class, by using cartoon movies the classroom atmosphere can be created more surprising and light, students are also easy to find new ideas from these sources, so it can be concluded that by using cartoon movies students can learn new vocabulary, and improve pronunciation skills in speaking English (Ms. Sajana. C, 2018).

From the description above, it can be concluded that using cartoon movies in learning English has many advantages, both for teachers and students.

2.4 Movie

In this sub-chapter, the researcher explains about the movie as an English learning medium.

2.4.1 Movie as a Teaching Media

Currently, there are still many students who lack pronunciation skills, many students know vocabulary but do not know how to pronounce it correctly. Therefore, as a teacher, we must know what methods and media can help our students pronounce vocabulary correctly. Movie is a medium that can help improve students' English skills and make students active during the learning process, so that students do not only learn from dictionaries or books (Rahayu, 2020).

Media is a tool commonly used by someone in sending and receiving messages, in the learning process students and teachers need media, because by using media students can reflect, analyze their experiences and also students can develop their critical thinking. At this time, there are many variants of media that can be used by a teacher in the learning process. Learning by using media is more interesting and makes students better understand the material being taught, as long as the selection of media is in accordance with the material. In learning English, using film media can make it easier for students to understand the message conveyed by a teacher, so this strategy can be used in the learning process (Parmawati & Inayah, 2019).

Movies are one of the media that can help students improve their English language skills, there are four skills that students can get after watching movies: First, students can improve their English language skills by listening and speaking from the movies they watch. Second, from watching movies students can find new vocabulary and learn how to pronounce them, so this helps improve students' pronunciation skills. Third, students find a lot of new vocabulary that they have

never encountered before. Fourth, students can improve their writing skills through several dialogues and subtitles in the movie (Albiladi & Abdeen, 2018).

From the classification above, it can be inferred that the movie is a medium that makes it easier for teachers to teach English to make students' speaking abilities fluency, by listening and watching students more quickly to imitate how to speak correctly and well from what they get from the movie.

2.5 Previous Studies

Analyzing speaking skills in learning English has been done. However, the selection of media and learning strategies must be in accordance with the material that must be done by a teacher. According to the topic of this research, "The Use of Cartoon Movie to Improve Students' Storytelling Ability for 10 grades at Senior High School" was written to complement the previous research. The results of the research are described as follows:

The first previous study conducted by Uswatun Hasanah and Akhmad Ali Mirza (2016) with the title, "The Effectiveness of English Cartoon Movie Towards Vocabulary Score". It was found that by using Cartoon Movie students became more motivated during the learning process, students could find a lot of new vocabulary in Cartoon Movie in the form of adjectives, verbs, nouns and also by using this method as a narrative text learning strategy, students' scores were higher than using conventional methods. On other hand, a study done by Girija N Srinivasalu, Ph.D (2016) demonstrated that learning using media has advantages for students. Students can find new atmospheres and can interact using computers, by using computers students become excited during the learning process. From

learning strategies using cartoon movies also make students not bored and help enrich the curriculum.

In implementing cartoon movies, teachers face several problems during research. The assessment was not done easily, because students assessed one by one, students have difficulty in making transcribed text from the story. Researchers need to have more time to listen to students in retelling the stories they have read and watched. This result of study done by (Betty et al., 2018). Meanwhile, Ibili & Sahin (2016) stated that due to the limitations of technology infrastructure in schools, students are a little disturbed in accessing cartoon movies in the learning process.

Study conducted by Guoying Yan, and Xiaolin Zhao (2019) proved that storytelling can develop spoken English in secondary and higher education. Storytelling can also attract students' interest, increase students' self-confidence motivation and also make the learning process fun. In addition, storytelling can improve students' abilities in pronunciation, vocabulary, grammar, understanding, fluency and cohesion. Applying digital storytelling as a learning strategy can foster learning autonomy in students. Learning tools used in teaching storytelling can be accessed via smart phones connected to the internet, so students can learn wherever and whenever they want, teachers can also taught them through via online. Thus, storytelling with tools can help students be more active in their own learning.

In addition, the similarity of this study with previous research is in the use of cartoon movie media as an English learning strategy. Then we can see the different between this current research and the previous research were participants

were junior high school, and this study focus on the improving students' senior high school. Then, this study used a quasi-experimental research with non-random sampling which contains quantitative research.



CHAPTER III

METHOD OF STUDY

This chapter present Design of the Study, Subject of the Study, Variable of the Study, Validity and Reliability, Instrument of the study, The Technique for Collecting Data , Scoring Technique, The Data Analysis, and The Time Schedule.

3.1 Design of the Study

A quasi-experimental is a study similar to true experimental, but this study was conducted on a nonrandomized basis with the aim of demonstrating causality between the intervention and outcomes (Harris et al., 2006). This research design used Quasi-Experimental to analyze the data that was conducted on a non-randomized sampling, this study was test on two groups namely the experimental group and the control group, each group was given a pre-test and post-test. Then, try out class used to assess validity and reliability.

3.2 Participant of the Study

This research was conducted at SMA Negeri 5 Semarang which is located on Jl. Pemuda No. 143, Sekayu, Kec. Semarang Tengah, Kota Semarang. The subjects of this study were 10 grade students of the 2021/2022 academic year at SMA Negeri 5 Semarang. The students were group into try-out, control and experiment classes. Each class consisted of 32-35 students both male students and female students.

3.3 Variable of the Study

Variable is a term commonly used in quantitative research, usually a variable has more than one value or something that varies does not have a

measurable limit (Gould, 2001). This research had two variables, those variables were: The independent variable refers to Cartoon Films (X) and the dependent variable refers to the students' storytelling ability (Y).

3.4 Validity and Reliability

Validity and reliability is a survey or questionnaire that is used as an instrument on a significant research tool for review the effectiveness of data procedures (Taherdoost, 2018).

3.4.1 Validity

Validation is a measure of the accuracy of a project in a quantitative study (Heale & Twycross, 2015). There are two theories of validity, one of which is content validity defined as the extent to which the content used in research represents skills or knowledge acquired from a real environment based on a detailed examination of tutorials, tests, and learning resources (Alsalamah et al., 2017). Based on this theory, in measuring whether the test to be given was valid or not, the researcher analyzed it by using content validity according to the curriculum that used. In this study, the researcher used an assessment by the advisor, English teacher as an expert judgement and using statistical to check the validity of the test.

3.4.2 Reliability

Reliability is the consistency on the test to measure the same motivation in someone after taking the test several times (Heale & Twycross, 2015). In this study, the researcher used an internal consistency statistic in the form of Cronbach's Alpha. In this method the instrument was said to be reliable if the reliability coefficient was 0.8 or higher.

3.5 Instrument of the Study

In experimental research, the instrument is one of the important aspects for collecting data results. Researchers in this study used the test as an instrument. According (Adom et al., 2020) state that the test is a tool used to measure skills, quality, ability or knowledge in a sample according to a specified standard, which is usually rated as acceptable or not. The test was given in the form of speaking, students were given a cartoon movie to watch, then the student retell the story in their language, each student was given about 2-3 minute to retell the story.

3.5.1 Pre –test

The pre-test was conducted as a preliminary study to identify the students' speaking ability given to both classes, namely experimental and control classes. Each class was given conventional teaching in the form of storytelling.

In this speaking test, students in the control and experimental classes were given a story with the same title, The Frog Prince. The test must be done in 2-3 minutes. With the following instructions :

1. Do the test individually.
2. Read the story about The Frog Prince in the below text.
3. Write a summary note about the story which include 5W+1H (What, Who, Where, When, Why, and How)
4. Remember your summary note and then retell it in front of the researcher.
5. The score will be based on Pronunciation (20%), Grammar (20%), Vocabulary (20%), Fluency (20%), Comprehension (20%).

The detail of the pre-test can be seen in appendix 3.

3.5.2 Post-test

Post-test were carried out after giving treatment to both classes. The treatment was given to the experimental class used cartoon movie and in the control class they were taught using conventional methods. Then, the results of each class were analyzed to know whether this study was effective or not. The post-test was done orally and took about 2 minute.

In this test, students in the experimental class was given a cartoon movie with the title, namely Beauty and The Beast. The test must be done 2-3 minutes.

With the following instructions :

1. Do the test individually.
2. Watch the video about Beauty and the Beast in the below link.
3. Write a summary note about the story in the video which include 5W+1H (What, Who, Where, When, Why, and How)
4. Remember your summary note and then retell it in front of the researcher.
5. The score will be based on Pronunciation (20%), Grammar (20%), Vocabulary (20%), Fluency (20%), Comprehension (20%).

The detail of the post-test can be seen in appendix 4.

3.6 The Technique for Collecting Data

1. The author gave a test to the tenth grade students of Senior High School, those were the control class and experimental class.
2. Pre- test

The test was given before giving treatment to measure students' speaking ability with conventional teaching.

3. Treatment

Treatment was given to the experimental class by using Cartoon Movie Beauty and The Beast and control class using a book with the title of Sleeping Beauty.

4. Post-test

The test was given after giving treatment to each class, this test used to know whether the treatment is successful or not.

5. Giving a score to each student tested.

6. Analyze the results of research data.

3.7 Scoring Technique

Evaluation is a comparison between the agreed strategic plan and the project results in accordance with the objectives to be achieved (Desheng, 2013).

Table 3. 1 Speaking Scoring Rubric

Components	Score	Description
Pronunciation	5	Has a native speaker accent that is easy to understand.
	4	Easy to understand by using a certain accent.
	3	It takes concentration when listening to it and sometimes misunderstandings occur.
	2	Difficult to understand and need repetition when speaking.
	1	Pronunciation is very difficult to understand.
Grammar	5	No or few errors were found in compiling the structure.
	4	Sometimes an error occurs in the preparation of the structure, but it does not

		affect the meaning.
	3	Often make mistakes in the structure of the order and affect the meaning.
	2	There are many errors in the structure so that it is difficult to understand.
	1	Big mistake in structure arrangement.
Vocabulary	5	Many uses of vocabulary that are mastered and in accordance with native speakers.
	4	Sometimes uses inappropriate vocabulary and needs to be formulated according to context.
	3	Often uses inappropriate vocabulary and speaks little due to lack of vocabulary.
	2	Many use vocabulary that is not appropriate and difficult to understand.
	1	Very little vocabulary mastery so it is difficult to have a conversation.
Fluency	5	Speak like a native.
	4	Fluent in speaking but with his own accent.
	3	Sometimes his fluency is compromised by some language problems.
	2	Hesitating when speaking due to language limitations.
	1	It is very difficult to speak in English.
Comprehension	5	Very easy to understand without any misunderstanding.
	4	Easy to understand although it takes some repetition.
	3	Easy to understand speech if done slowly.
	2	Difficult to understand and follow what is said and often repeats.
	1	very difficult to understand though general speech.

This Rubric was adopted from (David P. Harris in Syafitri, 2017).

3.8 The Data Analysis

From all the data that has been collected, the researchers analyzed using several procedures. The researcher collected the data on student test results by using a statistical approach to determine the significant results of the two classes. From the two classes, namely the experimental class and the control class, the results of the try-out class were compared with the standard of normality and homogeneity. Researchers used the SPSS version 25 application to test the standard.

3.9 The Place and Time

This research was conducted in March, with the following details:

Table 3. 2 Time Schedule

No	Date	Activity
1.	14 March – 17 March 2022	Managing all license process to conduct research, especially for school principal and English teacher at SMA Negeri 5 Semarang to the class X students as research sample.
2.	21 March 2022	Implementing the test to try-out class
3.	23 March – 24 March 2022	Implementing the pre-test to the control and experiment classes.
4.	13 March- 14 March 2022	Giving a treatment to the experiment class and giving a post-test to control class.
5.	21 March 2022	Giving a post-test to the experiment class.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents about School's Profile, Description of the Participants, Analysis of Validity and Reliability, Procedures of Data Collection, Research Finding, and Discussion.

4.1 School's Profile

This research was held at SMA N 5 Semarang in 10 grades. This school is located on Jl. Pemuda No. 143, Sekayu, Kec. Central Semarang, Semarang City, Central Java 50132. On August 1, 1964, SMA Negeri 5 Semarang was established, and this school has been accredited A. At Senior High School there are 3 majors, 36 classes, 74 teachers, and 1545 students. This school also has various extracurricular fields including sports, scientific works, health, arts, and academics, which have had many achievements. The infrastructure facilities for Senior High School include classrooms, a laboratory consisting of 6 rooms, namely physics, chemistry, biology, language and computer laboratories, then a library, sports room, teacher's room, field, mosque, and toilets for girls and boys.

4.2 Description of the Participants

Researchers took 3 classes in 10 grades of science and social studies. They were X MIPA 2 as a try-out class with 35 students, X IPS 1 as a control class for 32 students, and X MIPA 3 as an experimental class with 32 students. The total number of students in this study was 99 students.

4.3 Validity and Reliability of Research Instrument

In this section, the researcher would explain how to validate a given research instrument and the researcher's findings. In this research, expert was involved in validating the instrument and the results of the researcher's findings.

4.3.1 Try Out Class

Researchers conducted instruments tested in try-out class to measure validity and reliability. The test was given to class X IPA 2 which consisted of 35 students, and which was carried out on March 21, 2022 at 09.05. The test was retell the story they have seen from the Beauty and The Beast carton movie for 12 minutes. The results of the try out state that the questions given to students were easy to understand, using sentences according to grammatical terms, the questions given to students were in accordance with the indicators contained in the curriculum, and the content of the material asked was appropriate to the grade level.

4.3.2 Validity

Validation of the instrument in this study were validated by the advisor named Nur Ekaningsih, S.Pd, M.Pd and English teacher named Henny Mastuti, S.Pd of Senior High School to be used in the research, this was evidenced by the results of the validation rubric which can be seen in appendix 6 and 7. Expert judgment validated the test based on the material and syllabus used in the tenth grade.

4.3.3 Reliability

To check the results of the validity test, the researcher used statistical computing with SPSS 25. The validity test was carried out on May 5, 2022, at 16.10. The results of the validity scores were calculated as follows.

Table 4. 1 The Result of Reliability from Try-Out Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	35

4.4 Pre Test Data Analysis

Pre-test was given to the control and experimental classes. The researcher gave a pre-test to class X IPS 1 on March 23, 2022, at 8.25 as the control class. Meanwhile, the experimental class was given to class X IPA 3 on March 23, 2022. The test given to each class was the same instructions, students were given a narrative text entitled the frog prince. From the results of the pre-test, the researcher got the results of normality, homogeneity and independence of the t-test. In this test, the researcher can find out whether there is a significant difference between the results of the pre-test and post-test.

4.4.1 Analysis of Normality

To determine the standard of normality of the test, the researcher used the One-Sample Kolmogorov test. The results can be seen in the following table.

Table 4. 2 The Normality of Pre-Test Result In Control and Experiment Classes One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			
		Pre Test Control	Pre Test Experimental
N		32	32
Normal Parameters ^{a,b}	Mean	16.31	16.50
	Std. Deviation	2.278	2.032
Most Extreme Differences	Absolute	.150	.128
	Positive	.126	.122
	Negative	-.150	-.128
Test Statistic		.150	.128
Asymp. Sig. (2-tailed)		.065 ^c	.195 ^c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

The table above explained that the standard analysis of normality Asymp. Sig. (2-tailed) Pre-Test in the control class was .065, while in the experimental class it was .195. It can be concluded that the data obtained was more than 0.05 which means that the data was normal.

4.4.2 Analysis of Homogeneity

To determine the standard of homogeneity, the researcher used a variance homogeneity test. Significant is said to be homogeneous when it is more than 0.05. The results can be seen in the following table.

Table 4. 3 The Homogeneity Result of Pre-Test in Control and Experiment Classes

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.160	1	62	.286
	Based on Median	.798	1	62	.375
	Based on Median and with adjusted df	.798	1	61.867	.375
	Based on trimmed mean	1.153	1	62	.287

The table above shown that the data was homogeneous, it can be proven that Levene statistic was 1,160 with a significant homogeneity of 0.286, which means more than 0.05.

4.4.3 Independent Sample T-test

To find out the significant results of the test in the Control and Experimental classes, the researcher used Independent T-test. The results can be seen in the table below.

Table 4. 4 Independent T-test of Pre-test results from the control and experimental classes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Result		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	1.160	.286	-.347	62	.729	-.75000	2.15854	-5.06485	3.56485
	Equal variances not assumed			-.347	61.207	.729	-.75000	2.15854	-5.06596	3.56596

Table 4. 5 Comparison of The Pre-Test Results Statistical Group From The Control and Experimental Classes

		Group Statistics				
Result	Class	N	Mean	Std. Deviation	Std. Error Mean	
Result	Post-Test Control	32	65.2500	9.11220	1.61083	
	Post-Test Experimental	32	66.0000	8.12801	1.43684	

From the independent test results above, it shows that the average of the control class was 65.2500 and the experimental class was 66.000, while the standard deviation of the control class was 9.11220 and the experimental class was 8.12801. Then, the results of Sig. (2-tailed) both classes were .729, which means that there was no significant difference between the control and experimental classes, and it can also be said that H1 was rejected and H0 was

accepted. Thus, it can be concluded that the ability of students from both classes in storytelling was equal.

4.5 Treatment Activities

Before getting the final results of the student test, the researcher gave a different treatment to the experimental and control classes.

1. Treatment in Experiment Class

In the experimental class, the researcher gave special treatment. This was given at the second meeting on April 14, 2022, at 10.00, which was held for 40 minutes. The treatment given to this class was in the first 10 minutes, the researcher explains the steps to perform the instrument and introduces the structure of narrative text and the sequence of events in a cartoon movie. Furthermore, students seen and understood the content of the story from the cartoon movie given by the teacher, this activity was carried out for 12 minutes. The next 10 minutes, students were asked to write down what they got from the cartoon movie they watched. In the last 8 minutes some students were asked to tell stories to see their understanding.

2. Learning process on Control Class

In the control class students were not given special treatment like in the experimental class. So, this class were only given a pre-test and post-test using conventional methods in the learning process according to the instructions for the given instrument.

4.6 Post Test Data Analysis

After being given the Pre Test, the researcher gave the post to the control and experimental classes. On April 21, 2022, at 10.00 the researchers gave a Post-test to the experimental class, then on April 13, 2022, at 8.25 the researchers gave a Post-test to the control class. From the results of the post test, the researcher obtained the results of normality, homogeneity, and independent t-test to find out whether there was a significant difference from the previous results. The results of these tests are in the following table.

4.6.1 Analysis Normality

To determine the standard of normality of the test, the researcher used the One-Sample Kolmogorov test. The results can be seen in the following table.

Table 4. 6 The Normality of Post-Test Result In Control and Experiment Classes One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			Post-Test Control	Post-Test Experimental
N			32	32
Normal Parameters ^{a,b}	Mean		17,41	19,44
	Std. Deviation		1,521	1,831
Most Extreme Differences	Absolute		.137	.129
	Positive		.137	.129
	Negative		-.134	-.121
Test Statistic		.137	.129	
Asymp. Sig. (2-tailed)		.136 ^c	.189 ^c	
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				

It can be concluded from the table above that the data was normal, because Asymp. Sig. (2-tailed) on the Post-Test control shows .136, and the experimental class shows .189, which means that the data from both classes was more than 0.05.

4.6.2 Analysis Homogeneity

To determine the standard of homogeneity, the researcher used a variance homogeneity test. Significant is said to be homogeneous when it is more than 0.05. The results can be seen in the following table.

Table 4. 7 The Homogeneity Result of Post-Test in Control and Experiment Classes

Test of Homogeneity of Variance						
		Levene Statistic	df1	df2	Sig.	
Result	Based on Mean	1.201	1	62	.277	
	Based on Median	1.277	1	62	.263	
	Based on Median and with adjusted df	1.277	1	61.895	.263	
	Based on trimmed mean	1.196	1	62	.278	

From the homogeneity analysis table above, it shows that Levene statistic was 1.201, and the significance of homogeneity was 0.277, which means it was higher than 0.05. Therefore, it can be concluded that the data was homogeneous.

4.6.3 Independent Sample T-test

The researcher used the Independent T-test to find out the significant results of the control and experimental classes. The results can be seen in the table below.

Table 4. 8 Independent T-test of Post-test results from the control and experimental classes

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	1.201	.277	-4.828	62	.000	-8.12500	1.68290	-11.48907	-4.76093
	Equal variances not assumed			-4.828	59.988	.000	-8.12500	1.68290	-11.49132	-4.75868

Table 4. 9 Comparison of The Post-Test Results Statistical Group From The Control and Experimental Classes

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Control	32	69.6250	6.08409	1.07553
	Post-Test Experimental	32	77.7500	7.32208	1.29437

The table above shows that the results of Sig. (2-tailed) .000 it meant the significance was less than 0.05, it meant that there was a significant difference between the control and experimental classes after applying conventional methods and cartoon movies in teaching students. Meanwhile, the average score of the control class was 69,6250 and the experimental class was 77,7500. The standard deviation of the control class was 6.08409 and the experimental class was 7.32208. , and it can be said that H1 was accepted and H0 was rejected.

4.7 Research Discussion

The result of try out class, students still felt unfamiliar with learning narrative text using cartoon movies, they also felt confused by the instructions, students often asked questions about how to retell the story from the cartoon movie they had watched and also how to pronounce of the vocabulary they found correctly. When they tried to retell the story, the students still felt embarrassed and nor confident.

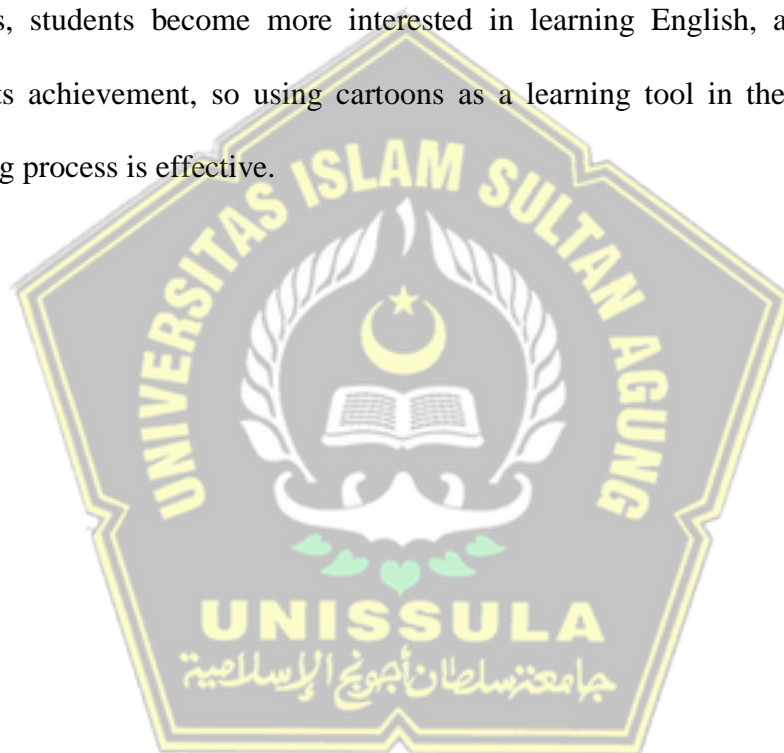
In the first learning, students were given a narrative text entitled The Frog Prince. As in normal learning, students read carefully and understand the story. After reading the students were asked to summarized, memorized and retell the stories they had read. However, when students were asked to summarize, remember and retell the stories they read, they found a trouble. They found a trouble to compose a sentences with the correct grammar and also confused about how to pronounce each vocabulary correctly. Students also still have difficulty understanding any instructions given by the researcher. Many students also still felt unconfident when speaking in English. But, there were still some students who already have the ability to speak English well.

For this reason, in the next meeting, the researcher gave a treatment using media in the learning process, namely by using cartoon movies. When, gave a learning with cartoon movies, students look very excited. Hence, for them learning by using cartoon movies was a new atmosphere, and not bored. Previously, they only learned by using narrative texts from books or the internet, but now they were got new experiences. A similar finding by Hasanah & Mirza, (2016) stated that by using cartoon movies students can find a lot of new vocabulary and also motivate students in improving students' speaking skills.

Learning using different methods can make it easier for students in each learning process. According to Girija (2016), learning by using a new strategy in the form of media has many advantages for students and teachers. Learning strategies using media can help students increase self-confidence, they can express the imagination they get, and improve their public speaking skills. Although, there are many obstacles that occur, in fact using cartoon movies in narrative text learning can improve students' speaking skills through storytelling.

In the post-test students gave different results from the previous test. Because, students have got a treatment, Students gave better results. From the results obtained, the researchers calculated using SPSS 25, and these results stated that the independent t-test of post-test results from the control and experimental classes, which shows the results that Sig. (2-tailed) in both classes were .000 which means <0.05 , so, it can be said that H1 was accepted and H0 was rejected. Thus, it can be concluded that cartoon movie was effective to improve students' storytelling ability.

Thus, from the results of research that has been carried out in the control and experimental classes, it proves that cartoon movies help the difficulties were faced by students in improving their speaking ability through storytelling. From the problems faced by students included students had difficulty speaking in English, and students found it difficult to compose a sentence correctly because of limited vocabulary. The results of this study was the same as the previous research by Guoying Yan (2019), stated that by using cartoons move in the learning process, students become more interested in learning English, and increasing students achievement, so using cartoons as a learning tool in the teaching and learning process is effective.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion that finding by researcher from the results of the research.

5.1 Conclusion

According to the analysis of the results from chapter IV, it can be concluded that cartoon movie was effective in improving students' storytelling abilities compared to using conventional methods, this can be proven from the results of the independent sample test, there was a significant difference between the control class and the experimental class were $.000 > 0.05$ which means H1 was accepted and H0 was rejected and mean in the control class was 69.62 and the experimental class was 77.75, which means that the results of the experimental class were higher than the control class.

By using cartoon movie as a medium in the learning process, it really helps students in improving their speaking skills and also makes it easier for teachers to deliver narrative text material in class. Thus, cartoon movies were effective to improve storytelling ability of class X science and social studies students at Senior High School in the 2021/2022 academic year.

5.2 Suggestion

From the conclusions above, the researcher gives several suggestions for teachers, students, and further researchers, as follows:

1. For teacher :

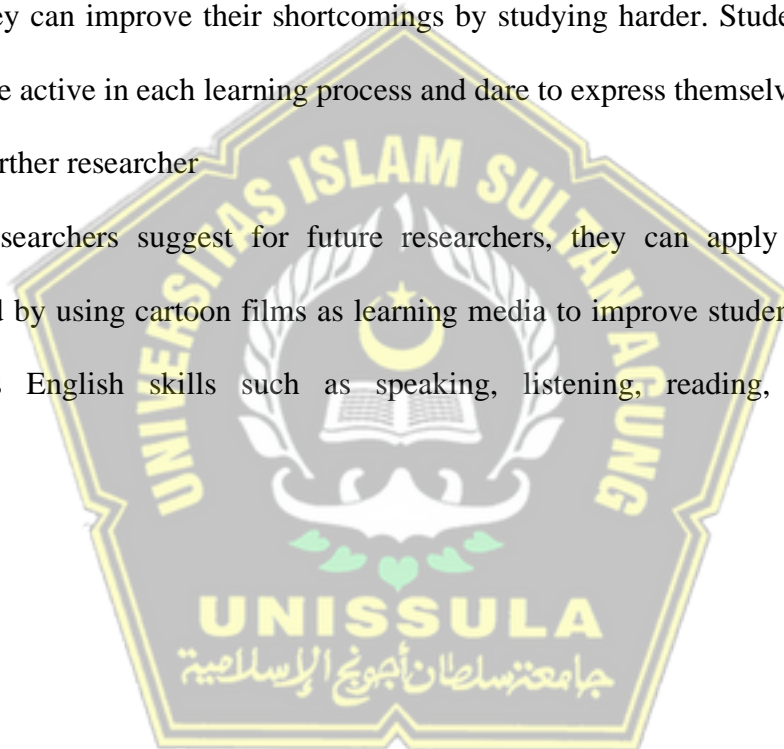
From the results of the research, researchers suggest that teachers must be up to date with current technological developments, in order to apply creative and interesting learning methods, so that students are more interested in the learning process and can improve their English skills.

2. For students:

For students, the researcher suggests to be more confident in their abilities, and they can improve their shortcomings by studying harder. Students must also be more active in each learning process and dare to express themselves.

3. Further researcher

Researchers suggest for future researchers, they can apply this learning method by using cartoon films as learning media to improve students' abilities in various English skills such as speaking, listening, reading, and writing.



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