

**THE USE OF CARTOON MOVIE TO SUPPORT THE  
IMPROVEMENT OF STUDENTS' SPEAKING SKILL: AN  
EXPERIMENTAL RESEARCH AT EIGHTH GRADES OF  
JUNIOR HIGH SCHOOL**

**A Final Project**

**Submitted as partial fulfillment of the requirement for the Bachelor's Degree  
in English Education**



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UNIVERSITAS ISLAM SULTAN AGUNG  
SEMARANG**

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# **PAGE OF APPROVAL**

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## **THE USE OF CARTOON MOVIE TO SUPPORT THE IMPROVEMENT OF STUDENTS' SPEAKING SKILL: AN EXPERIMENTAL RESEARCH AT EIGHTH GRADES OF JUNIOR HIGH SCHOOL**

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### THE USE OF CARTOON MOVIE TO SUPPORT THE IMPROVEMENT OF STUDENTS' SPEAKING SKILL: AN EXPERIMENTAL RESEARCH AT EIGHTH GRADES OF JUNIOR HIGH SCHOOL

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## PAGE OF STATEMENT

### STATEMENT OF WORK'S ORIGINALITY

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## MOTTO AND DEDICATION

### MOTTO

Intelligence without character is blind, because the goal of education that the intelligence and character are balance.

### DEDICATION

This final project is gladly dedicated to:

- ❖ Myself
- ❖ My parents
- ❖ My grandparents
- ❖ My lecturers of English Education
- ❖ My best friends



## ABSTRACT

**Mafthukhah, Ririn Indah. 2022.** The Use of Cartoon Movie to Support the Improvement of Students' Speaking Skill: An Experimental Research at Eighth Grades of Junior High School. A final project, English Language Education Study Program, Faculty of Language and Communication Science, UNISSULA. Advisor: Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

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The purpose of this study was to find out whether the use of cartoon movie is effective to support the improvement of students' speaking skill or not, especially in the eighth grades of Junior High School. The design of this study was quasi-experimental research. In order to get the data, this study was used oral test. The test was conducted to two classes as sample of the study, VIII B as the experimental class and VIII D as the control class. To analyze the data, this study used SPSS 26. The result of the study showed that by using cartoon movie was effective to support the EFL students in improving speaking skill. It was supported by the result of the pre-test and post-test score. The pre-test score between experimental and control class were 66.57 and 66.71, while the post-test score between experimental and control class were 77.00 and 72.00. Then, the result computation of t-test showed that the t-value was higher than the t-table ( $2.892 > 2.000$ ) and Sig. (2-tailed) was  $0.006 < 0.05$ . It means that  $H_0$  was rejected and  $H_a$  was accepted.

**Keywords: Speaking skill, Cartoon movie**

## INTISARI

**Mafthukhah, Ririn Indah. 2022.** The Use of Cartoon Movie to Support the Improvement of Students' Speaking Skill: An Experimental Research at Eighth Grades of Junior High School. A final project, English Language Education Study Program, Faculty of Language and Communication Science, UNISSULA. Advisor: Kurniawan Yudhi Nugroho, S.Pd., M.Pd.

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Tujuan penelitian ini untuk menemukan apakah penggunaan film kartun efektif untuk mendukung peningkatan kemampuan berbicara siswa atau tidak, terutama pada kelas delapan SMP. Desain penelitian ini menggunakan quasi-experimental research. Untuk mendapatkan data, penelitian ini menggunakan tes oral. Tes dilakukan terhadap dua kelas sebagai sampel penelitian ini, VIII B sebagai kelas eksperimen dan VIII D sebagai kelas control. Untuk menganalisis data, penelitian ini menggunakan SPSS 26. Hasil penelitian menunjukkan bahwa menggunakan film kartun efektif untuk mendukung siswa dalam meningkatkan kemampuan berbicara. Hal itu dapat didukung dengan hasil nilai pre-test dan post-test. Hasil nilai pre-test antara kelas eksperimen dan kelas control adalah 66.57 dan 66.71, sedangkan hasil nilai post-test antara kelas eksperimen dan kelas control adalah 77.00 dan 72.00. Lalu, hasil dari perhitungan uji t menunjukkan bahwa nilai t-value lebih tinggi daripada t-table ( $2.892 > 2.000$ ) dan Sig. (2-tailed) adalah  $0.006 < 0.05$ . Jadi dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima.

**Kata Kunci: Speaking Skill, Cartoon movie**

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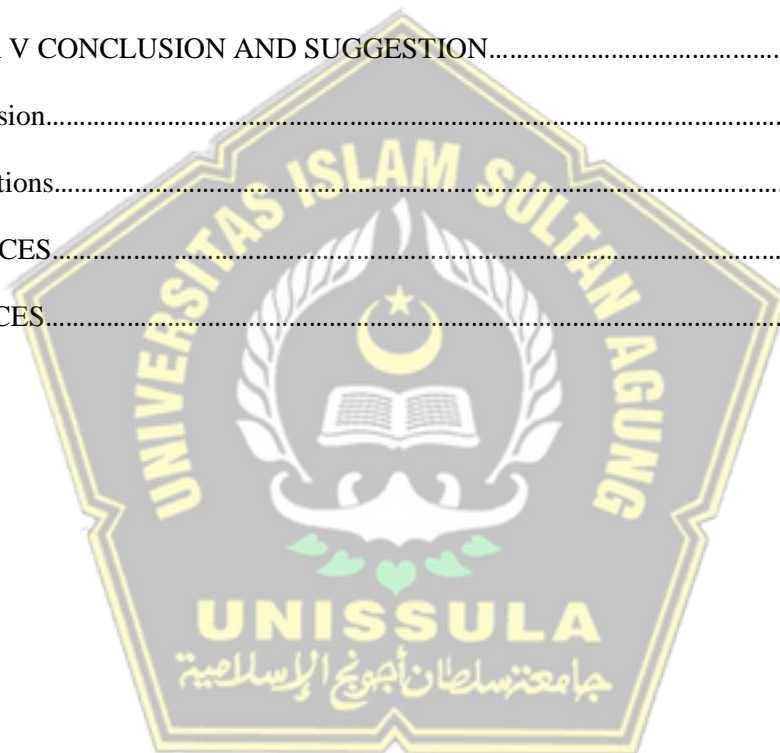


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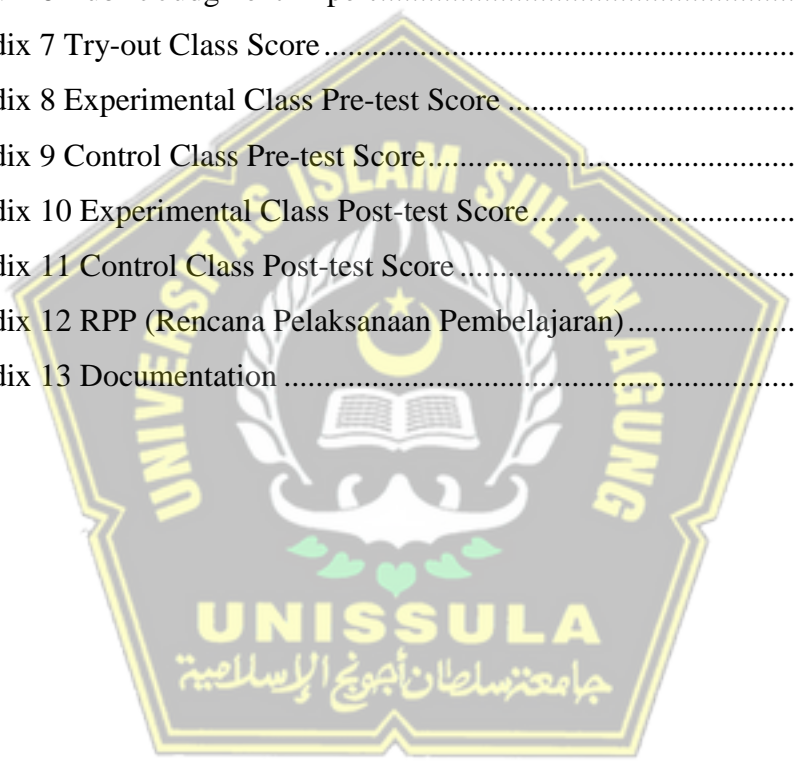


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# CHAPTER I

## INTRODUCTION

This chapter consists of background of the study, reason for choosing the topic, research question, objective of the study, hypotheses 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 is a common language used in the world, many people learn and communicate to the others in English. Speaking, Listening, Writing and Reading are belongs to part of skill in English. Through speaking, people can communicate and express their ideas to someone directly (Zuhriyah, 2017). In addition Restuningsih and Setyorini, (2017) stated that the goal of understanding about English Department is speaking, because speaking is a very necessary part of the skill. However, speaking is not a skill that someone can get spontaneous but need to speak as a habit. Students have to develop good communication in speaking skills with a lot of practice (Rahnama et al., 2016).

This study points out that many students still found the difficulties to speak English based on the experiences in teaching English. Speaking is often taken for granted and less attention than other skills, especially reading and writing skills (Baleghizadeh & Shahri, 2014). Meanwhile, in real-life situations, students will need skill at conversation (Covelli, 1966). But, in the process of English learning, students less speaking practice (Mulyani, 2019). The students

seem to be taught reading and writing skills more often, but less in speaking skills. Mostly, speaking is a practical test only for passing grades.

Krishnan and Yunus (2018) stated that teacher has the role of being a facilitator, which is the teacher can provide a way for low students' ability to maximize students' involvement with using cartoon movies or other media that would be related. Then Cakir (2006) added that watching movies can facilitate and stimulate English learning, especially for EFL students. Moreover, it could be the reason why people may improve their speaking by making more effort (Syahputra et al., 2016). Nevertheless, the teacher must solve the problem about monotonous learning activities also with an effort that encompasses creativity and innovation in students learning to deliver the material in the classroom.

The result of the studies on improving speaking skills through cartoon movies has been done a lot. The first study was entitled "Using English Movie as an Attractive Strategy to Teach Senior High School Students English Foreign Language" which was conducted written by Kusumaningrum (2015). The second study was entitled "Improving English Tense Verbs Through Cartoon Film at the first year of Junior High School Students" which was conducted by Manuhutu (2018). The third study was entitled "The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta" by Rayasa (2018). The fourth study was entitled "Learning Through Watching: Using Animation Movie to Improve Students' Writing Ability" which was conducted by Silvani (2020).

From the background description of previous studies above, it could be found the research gap. They have conducted the research on the same topic but none of them focuses on students' speaking skills. Namaziandost et al., (2019) stated that students could be memorized an endless list of vocabulary easily, but not at speaking. So, this study only focused to find out whether the use of cartoon movie is effective to support the improvement of students' speaking skill or not, especially in the case at eighth grades in Junior High School.

## **1.2 Reasons for Choosing the Topic**

Many students still have poor English, especially speaking skills. This statement came from the experiences of teaching students in English. In the English learning, the teacher seems teach reading and writing more often and also used basic media to teach them through a textbook. Furthermore, the teacher mostly uses mother tongue than English, it could be the teacher who wants to make students easier to understand but they miss the opportunity to learn about how to speak English fluently. In the other words, this movement stems from a growing realization that classic learning theory's assumptions are increasingly highly dubious (MacLellan, 2010).

The teacher cannot just rely on passive learning like using a textbook, while Speaking skills require a lot of practice. Hence, creating a lesson that has to be specific for distinguishing each language skill, but it was also definitely worth to effort (Yassaei, 2012). In addition Laughlin et al., (2020) stated that individual speaking practice in the classroom is restricted, and finding an interlocutor outside



of class might be challenging. As the result, EFL students face several challenges when honing their English speaking skills (Ataeifar et al., (2019).

Hence, the implementation of teaching media is important for students to reach objective of learning (Zulfiqar, 2015). So that is why students need media to get better learning. Cartoon movie is one of good media to attract them to learn English, especially speaking more enjoyable. According to Webb (2015), cartoon movie is not only humorous, but it also provides an audio or visual aid that would be recognizable for students. Therefore, students are more easily to learn because it provides audio and visuals that will help students speak fluently. Those statements are the reasons for choosing the topic about The Use of Cartoon Movie to Support the Improvement of Students' Speaking Skill: An Experimental Research at Eighth Grades of Junior High School.

### **1.3 Research Question**

Is the use of cartoon movies effective to support the improvement of students' speaking skill?

### **1.4 Objective of the Study**

The objective of the study is to find out whether the use of cartoon movie is effective to support the improvement of students' speaking skill or not, especially at eighth grades of Junior High School.

### **1.5 Hypotheses of the Study**

H<sub>0</sub>: There is no significance difference in students' speaking achievement between those who are taught and those who are not taught using cartoon movie at eighth grades of Junior High School

H<sub>a</sub>: There is a significance difference in students' speaking achievement between those who are taught and those who are not taught using cartoon movie at eighth grades of Junior High School

### **1.6 Limitation of the Study**

This study is concerned obviously with improving students' speaking skills through cartoon movies. Speaking skill is a very challenging skill in EFL, so this study is more focused on students' problems in speaking performances. This study selects Junior High School as a population. In addition, this study focuses on 2 classes from class VIII B and VIII D as participants in this study. The study results obtained may not be fully generalizable beyond the sample tested.

### **1.7 Significance of the Study**

In this study was expected to give the practical and pedagogical significance, which are follows:

#### **1. Pedagogical**

This study may ensure that cartoon movie could be applied as one of good media to increase students' speaking skill, especially in Junior High School. Also, it can be one of the research references with a similar topic or purpose.

#### **2. Practical**

This study was useful to help teachers introduce the teaching technique using visual aids. It may encourage EFL teachers to try more using media in teaching English speaking. Then, this study was useful to help students be more motivated and confident in their speaking performance.

## 1.8 Definition of Key Terms

This study has two key terms: Speaking Skill and Cartoon Movie.

### a. Speaking

Nurnaningsih (2018) stated that Speaking is the most challenging skill. It is also a crucial skill when students learn English. This skill more uses practice rather than theory because the purpose of Speaking is to communicate with others.

### b. Cartoon Movie

Rasyid (2016) argued that Cartoon movie is media that like motion pictures then uses a projector, so it can be shown on screen. Moreover, cartoon movie is provided audio-visual media which combines voice and picture. So, cartoon movie could be as teaching aid. It is probably increase students' enthusiasm and imagination greatly.

## 1.9 Organization of the Study

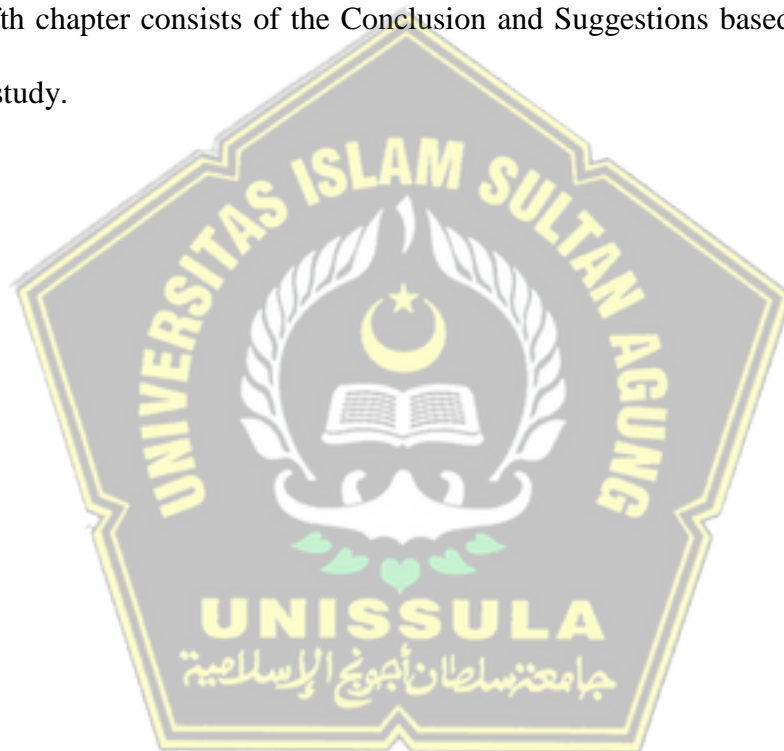
This study presents 5 chapters and each chapter discusses different topics. The first chapter consists of introduction. It is divided into some sub-chapters: Background of the study, Reason for choosing the topic, Research question, Objective of the study, Hypotheses of the study, Limitation of the study, Significance of the Study, Definition of key terms, and Organization of the study.

The second chapter consists of review of related the literature. It is divided into some sub-chapters: Previous studies, Speaking as a Skill, Aspects of Speaking, Types of Speaking Performances, Teaching of Speaking, Cartoon movie as Learning Strategy, The Benefits of Using Cartoon Movie, and Cartoon Movie as EFL Teaching Media.

The third chapter consists of methods of the study. It is divided into some sub-chapters: Design of the study, Subject of the study, Population, Sample, Data of the study, Types of data, Variables, Instrument of the study, Technique for collecting data, Data collecting procedure, and Data analysis.

The fourth chapter consists of Description of research, The pre-test result, Treatment, the Post-test result, and Discussion.

The fifth chapter consists of the Conclusion and Suggestions based on the result of the study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of previous studies, speaking as a skill, aspects of speaking, types of speaking performances, teaching of speaking, cartoon movie as learning strategy, the benefits of using cartoon movie, and cartoon movie as EFL teaching media.

#### 2.1 Previous Studies

In previous studies, some researchers conducted the research which related to this research to increase the students' skill through cartoon movie. Kusumaningrum (2015) mentioned that the strategy of implementation in teaching English learning is still inappropriate. So, it makes the students cannot receive knowledge effectively. Then, the study found the way to make the English learning process more autonomous by using English movie as a teaching strategy. The results of the study shows that the teacher can facilitate enjoyable learning environment by using English movies.

Manuhutu (2018) reported that many students did not study English in elementary school, as the results they lack of the tense verb. Then, the study tried to use cartoon movie to solve the problem. As the result, the study reveals that cartoon movie could help students to memorize vocabulary easily and also make students enjoy in learning class. In addition, Rayasa (2018) pointed out that many students did not know to speak English correctly. So, this study found the best method to help the students' difficulties in pronunciation skills. The study used English movie as media to help the students pronounce well. For the results of the

study, reveals that the English movie can developed the students' pronunciation skills.

Moreover, Silvani (2020) revealed that the students still difficult to speak in English, they faced some challenges to organize the ideas to writes well. Through using cartoon movies as an instructional media can contribute positively in teaching of writing, it could help the students enrich vocabulary and provides some ideas to enhance the students' skill, especially in writing. In the results, animation movies can improve the students' writing skills properly.

In conclusion, cartoon movie can exposure various context in English learning. Based on those previous studies, this study found the differences between this study and the previous studies. This study used short cartoon movies in students' speaking test and be more focused on students' speaking skill.

## **2.2 Speaking**

### **2.2.1 Speaking as a Skill**

Speaking is about construct the meaning in the process interaction to the other people. It involves producing, receiving, and processing sound speech as the main instrument (Brown, 1981). It depends on the context in which it happens, the interlocutors, and the object of speaking, the object of speaking used to emend vocabulary, grammar, and pronunciation. Furthermore, speaking is like a speech that has the goal to be attracted by the speaker and the listener to make an interaction (Jakobs & Perrin, 2008). This is important to begin interacting with someone through speaking. It does not only talk but it contains the meaning of what someone wants to say.

In addition, speaking skill is a part of our daily life and it was difficult to assess reliably (Parmawati, 2018). Because speaking is a flexible and dynamic skill, it is not only about just speaking without considering whether someone can understand or not. However, speaking is more than it. If someone want to fluent in speaking English, they need to learn how to speak in connected speech, pronounce phonemes correctly, use intonation patterns and appropriate stress. So, it can be defined that speaking is the crucial part of English, where the students should learn how to speak fluently and correctly.

### **2.2.2 Aspects of Speaking**

Speaking can be called as a productive skill because it includes of two main aspects, such as fluency and accuracy. In the Accuracy consists of using vocabulary, grammar, and pronunciation through some activities. Fraser (2000) stated that students can speak English if they involve certain systems, elements of language, and sub-skills such as grammar, vocabulary, and pragmatics. The students should be paying attention to the aspects of speaking to improve their productive speaking skills.

Maulany (2013) stated that the speaking assessment sheet used contains 5 aspects, like grammar, fluency, pronunciation, vocabulary, and also comprehension. In addition, Komariyah (2014) argued that there are 6 aspects in the speaking assessment, they are intonation, pronunciation, grammar, vocabulary, comprehension, and fluency.

The aspects of speaking can make it easier the students to fulfill in the speaking performance. This study was focused on the aspects: comprehension, vocabulary, pronunciation, fluency and grammar to measure the students' performance in speaking skill.

### **2.2.3 Types of Speaking Performances**

Interactive classroom techniques can be organized and planned. It would ensure students can get used to talking to someone easily. Brown (2007) stated that students take more effort in producing speaking, especially in conversation or dialogue. In addition, the students would be need some types of speaking performance to improve speaking skills (Brown, 1981, 2004; Derakhshan et al., 2016). First, imitation. It refers that students must pay attention to imitate teacher correctly in intonation and stress. Second, responsive. Students must be more active in the English class. They must answer to the teachers' comments or questions, also they must involve in the English class.

Third, intensive. It means that every speaking performance needs the initiative to plan by paying attention to the rules of grammar to practice it. Fourth, transactional discourse. It is used to share information or transmit messages and also used to clarify an idea or make something's purpose obvious. Fifth, interpersonal discourse. It incorporates elements like slang, casual voice, ellipsis, colloquial language, sarcasm, and also is seen as preserving social connections rather than the transfer of facts and information. Sixth, extensive. Students are given prolonged monologue in the form of summaries, speeches, or oral reports; it can be referred to as a monologue.



### 2.2.4 Teaching of Speaking

Teaching speaking is not similar to teaching other skills, such as listening, writing, or reading (Faudi & Andrian, 2020). It is because speaking needs more practice to develop real communication in the classroom. The teacher can make enjoyable discussion, like ask and talk to students about the best experience or moment that they ever had. In this case, the teacher must assure students enrich knowledge to implement English speaking, such as produce words or pronounce well. Even though, sometimes the teacher may think that teaching speaking is so complicated (Wati & Rozimela, 2019).

The aim of teaching speaking is to make sure the improvement of students' communication skills (Salman et al., 2021). Teaching speaking may help students comprehend what communication means in practical situations, but speaking requires a lot of practice and direction to become proficient. Teaching gives support to learning activities. The teacher can give or even make a chance to students to communicate with others by giving them an interesting topic that they can talk about it.

In addition, Wahyuni and Fata (2016) argued that teachers are expected to construct students' learning experience by designing interesting and appropriate material to support their speaking development. The material prepared should fulfill some categories such as, providing speaking practice, promoting language and skills learning, and facilitating metacognitive development.

Learners as the core of learning should be encouraged to manage their learning and improve their speaking skills. Zhao et al., (2021) added that a lack of dialogue between students and teachers can have a big impact on students' speaking skills. Besides using media, teaching English speaking by increasing interaction with doing English conversation can help students become more familiar with the language.

## **2.3 Cartoon Movie**

### **2.3.1 Cartoon movie as Learning Strategy**

The various media may encourage students to participate more actively, engage with one another, and be more excited about studying English in class. Wediyantoro (2016) states that cartoon movie is a good way to learn English as a new teaching method in the classroom. Movie or especially English cartoon movies as an attractive strategy to teaching English (Kusumaningrum, 2015). It provides visual aids to get interested the students in their learning. Therefore, Khalid et al., (2010) stated that cartoons can be useful for alternative teaching and learning strategies in a fun way. The teacher can engage the students' interest through cartoon movies as a support to teaching Speaking and to support the students learning and understanding.

Hashemifardnia et al., (2021) added that the students can approach the material from a video-based platform by looking at the materials directly. So, this study tried to use cartoon movies in English teaching. It was expected can increase students' speaking skills. Cartoon movies or also animation are inclusive part of students learning today (Khan, 2015). So, it makes good sense to include

movies in the language classroom. However, the teacher has to choose the movie based on the topic, issues, or something related to the teacher's topic learning. The use of cartoon movies as a learning strategy must be valuable. Thus, the target of objectives learning can also be achieved.

### **2.3.2 The Benefits of Using Cartoon Movie**

Rayasa (2018) stated using movies as a media can create a teaching environment that differs from what students have experienced in the past. In order to encourage students to speak English freely, this was anticipated. Cartoon movies were chosen as the media for speaking practice since the students were already familiar with movies in class and it would be a new approach for them to do so. Besides that, students can watch cartoon movies to identify the characters even moral values from the story. Also, teaching English with cartoon movies as the materials can help students more be active to understand it.

Authentic target language and speech patterns that are not typically found in the more constrained classroom context can be introduced to students through movies (Efrizal, 2012). Moreover, it encourages students to actively engage in movie-related activities. Liu and Elms (2019) stated that cartoon movie is designed to create the best combination of audio stimuli and video stimuli to help student more understand the material. Also, it may engage students' interest or attention in the English learning process (Hadryanti & Narius, 2016). Hence, cartoon movies are a good media to create an entertaining and enjoyable classroom atmosphere.

Furthermore, Salman et al., (2021) stated that cartoon movie has the potential media to encourage critical thinking and discussion skills. Students would be interested in the cartoon movie then they will be curious about the detailed story based on the cartoon movie.

### **2.3.3 Cartoon Movie as EFL Teaching Media**

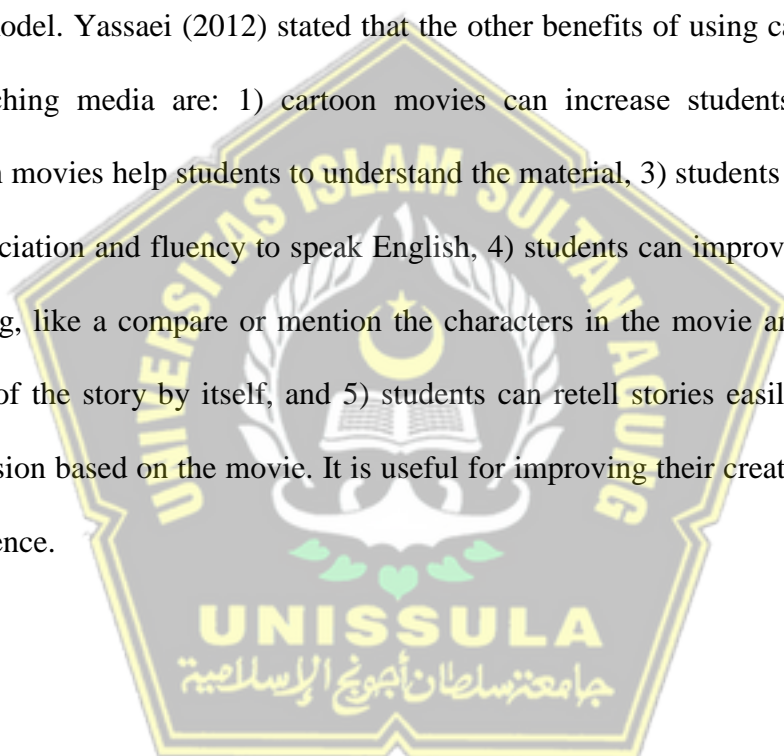
English includes one of the three core academic subjects now, but students seem not always given adequate learning opportunities to improve their English language skills (Bashori et al., 2020). Abuzahra et al., (2016) stated that using animated cartoons as a teaching tool in language classrooms not only affects second language learners' performance, but also, the approach used to use cartoons in the classroom has a significant influence.

In addition, cartoon movie is the most popular thing for students (Egounleti, 2018). So that is why innovative learning tools must not be separated from creative teaching strategies. Moreover, cartoon movie provides some advantages as a teaching media for enhancing students' skill especially for speaking, such as enhancing the process of second language acquisition, facilitating understanding of subjects, increasing EFL/SFL Vocabulary, and also it can be an instructional media (Silvani, 2020).

Ruusunen (2011) came to some conclusions on the benefits of using movies as educational material. First, movies can be more engaging as teaching tools due to their genuineness. The student may be able to relate to the movies if the theme of the films is appropriately picked, which might improve their motivation. Second, because native speakers frequently dub the language input in

movies, it engages learners in a foreign language context. Third, it is advisable to utilize flexible teaching approaches that stimulate both the visual and auditory hemispheres and encourage their usage, since this is necessary for effective learning given that students may have diverse learning patterns.

Cartoon movie is not only that motivating students through audio-visual learning but also provide students the real language spoken by native speakers as their model. Yassaei (2012) stated that the other benefits of using cartoon movies as teaching media are: 1) cartoon movies can increase students' interest, 2) cartoon movies help students to understand the material, 3) students can also learn pronunciation and fluency to speak English, 4) students can improve their critical thinking, like a compare or mention the characters in the movie and explain the moral of the story by itself, and 5) students can retell stories easily and make a conclusion based on the movie. It is useful for improving their creativity and self-confidence.



## CHAPTER III

### METHODS OF THE STUDY

This chapter consists of design of the study, subject of the study, population, sample, data of the study, types of data, variables, instrument of the study, technique for collecting data, data collecting procedure, and data analysis.

#### 3.1 Design of the Study

This study belongs to a quantitative study and also adopted quasi experimental design. The design of quasi experimental as closely as possible to implement an educational intervention, such as an improvement program or project to improve a specific element (Daniel, 2004). It was important to ensure there is a significant improvement in using cartoon movies as a teaching media or not. This design of the study took two classes, they are control class and experimental class. In addition, both of them do the pre-test and post-test but the treatment (cartoon movie) was given only to experimental class, while the control class was taught by conventional methods without any treatment. Speaking test is used as an objective measurement. The pre-test, treatment, and post-test were utilized in this study.

**Table 3. 1 Research Design**

Experimental class	O <sub>1</sub> X    O <sub>2</sub>
Control class	----- O <sub>3</sub> O <sub>4</sub>

Adapted from Cohen et al., (2007)

Notes:

$O_1 ; O_3$  = Pre-test

$O_2 ; O_4$  = Post-test

X = Treatment

### **3.2 Subject of the study**

#### **3.2.1 Population**

Based on Balvanes and Peter (2001) statements, population is defined by the researcher which is must be accessible quantifiable. In the other words, the population has to relate to the purpose of the study, so it would be relevant. The population of the study were the entire at eighth grades students in Junior High School.

#### **3.2.2 Sample**

Sample is a part of population in order to measure the characteristics of the population (Riff, 2014). It means that the goal of the study was represent to the population. This study used non-random sampling technique used to determine the sample and it also used purposive sampling to take the participants. It would be determined with consideration from the English teacher.

Three classes were selected in this study. One group as try out class was tested before doing a research to make sure the validity and reliability of the test. Then, two classes more was constituted as an experimental class, while the other one represented as a control class that have same ability. The total number of students for each class is 30 students, but this study only used 28 students in each

class because there were students who were absent in the pre-test and post-test, so this study decided to eliminate them.

**Table 3. 2 Data of Participants**

<b>Class</b>	<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>Number</b>
VIII B	Experiment	11	17	28
VIII D	Control	12	16	28
VIII C	Try Out	11	17	28
<b>Total of students</b>				<b>84</b>

### 3.3 Data of the Study

#### 3.3.1 Types of Data

Types of the data in this study used numerical data. The data are gained by test scores. The data are presented in the form of percentages and tables. It was tested by using statistical techniques by SPSS program version 26.

#### 3.3.2 Variables

In quantitative study, there are two variables; independent variable and dependent variable. The independent variable influences another variable to reach what was expected, meanwhile the dependent variable is the result in the study based on the implementation of the independent variable (Gay, 2012). Also, the independent variable is sometimes referred to as an active variable.

1. Independent variable (X) as cartoon movie
2. Dependent variable (Y) as students' speaking skill



### **3.4 Instrument of the Study**

#### **3.4.1 Test**

This study was used the speaking test to obtain data by using cartoon movies as treatment in the test. Students' speaking tests or oral assessments are commonly used to measure students' speaking skill (Nash et al., 2016). In addition, pre-test and post-test belong to this study. It is more effective to present the higher performers' quality in this study. The goal of this instrument is to know the students' achievement on their speaking skills between before and after the treatment. The aimed of the pre-test is to find out the students' pure knowledge before the students are given the treatment to stimulate the students' speaking skills. Meanwhile, the aimed of the post-test is to find out the progress of students speaking skills after giving the treatment.

#### **3.4.2. Validity and Reliability**

Before going into the research, the researcher must fulfill some qualities of the test by using validity and reliability. In this results were obtained from the try-out class, namely VIII C. The try-out test was conducted on May 17<sup>th</sup>, 2022

##### **1. Validity**

Validity is one of necessary aspects of research design of any measurement instrument in educational research (Daniel, 2004). In addition Balvanes and Peter (2001), stated that the researcher might be could apply the method but get bad results, it can be proven that the method would be reliable but not valid. So that is why the validity must be include in this study. Three kinds of validity in research, such as content validity, construct validity and face validity.

This study was applied face validity and content validity. Content validity is referred to the valid range of a measure test what it claims in this study. The students' speaking tests should be compatible to the curriculum, syllabus, and the materials. So that is why the test was adapted with students' textbook, syllabus, and objective learning which is relates with the subject that taught to the students.

In addition, this study was adopted a scoring system that brings out some aspects such as vocabulary, pronunciation, grammar, comprehension and fluency. The validity of the scoring assessment, especially for speaking is grounded because that scores were intended to serve (Turner, 1998). This study should be specified as the goal of the test so that it might be clear enough to make the validation of scoring speaking assessment work. In this case, to get the validity of the test, it was consulted to Advisor and English teachers by using expert judgments rubric to assure whether the instrument of this study is valid or not. It was attached in the appendix.

## **2. Reliability**

Reliability means that the results of measurement instrument can keep stable and consistent (Creswell, 2012; Surucu & Maslakci, 2020). It gives a similar result even applied at different times. In other words, reliability is quite important to consider the result in the research to be healthy. So that is why the researcher has to make sure to use measurement instrument reliably. This study used inter-rater reliability to measure the test. The inter-rater in this study are an English teacher and the researcher. It has the purpose to concern with the

consistency in giving the score between two raters. The reliability must be based on the criteria of reliability test.

**Table 3. 3 Criteria of Reliability Test**

<b>Reliability Coefficient Value</b>	<b>Criteria</b>
0.81 – 1.00	Very High
0.61 – 0.80	High
0.41 – 0.60	Medium
0.21 – 0.40	Low
0.00 – 0.20	Very low

Adapted in Sutrisno (2016)

The statistical formula in reliability test was used the Cronbach's Alpha (1951) coefficient which is the most popular method in the research. The value of this method is between 0 and 1, if approaches +1, it means that the consistency of internal is very high or very reliable. Furthermore, the outcome of reliability test can be seen in the table below, the data of try-out class was tested using SPSS 26.

**Table 3. 4 Reliability Test of Cronbach's Alpha**

**Inter-Item Correlation Matrix**

	<b>Rater 1</b>	<b>Rater 2</b>
<b>Rater 1</b>	<b>1.000</b>	<b>.953</b>
<b>Rater 2</b>	<b>.953</b>	<b>1.000</b>

Table 3.4 shows that the inter-rater reliability of Cronbach Alpha coefficient was  $0.953 > 0.81$ , it means that the consistency of data between two raters was very high. It can be concluded that the score of the first rater and the second rater were correlated, so the scoring of the two raters was reliable.

### **3.5 Technique for Collecting Data**

This study was used a pre-test and post-test to collect the data.

#### **A. Pre-Test**

The pre-test to measure students' prior knowledge in speaking before giving the treatment. At this time, the test can reveal the students' speaking skills without any treatment.

#### **B. Post-Test**

The post-test to measure the progress of students' speaking skills after giving the treatment. It is necessary to prove whether the students' speaking skills were increase or not.

### **3.6 Data Collecting Procedure**

To collect the data, this study used some procedures are as follows:

1. The researcher asked permission to head master and English teacher of Junior High School.
2. The researcher choosed the eighth grades of Junior High School as the population of the study.
3. The researcher asked the English teacher to determine which class that would be researched.

4. The researcher took non-sample of the research that is one class as a try out to pre-research.
5. The researcher took class of VIII D and VIII B from the population as sample of the study, those are control class and experimental class.
6. The researcher is given a spoken test to try out class to measure the validity and reliability before applied to experimental class and control class.
7. Pre-test

In the pre-test, both of classes have to show their ability in speaking performance through doing a monologue with the topic has prepared by the researcher, in time duration at least 3 minutes. It has the function to know students prior knowledge, pre-test is given before the treatment as a warm up.

8. Treatment

After doing a pre-test, the researcher conducted the treatment. The treatment was only given to experimental class, while the control class was taught traditional methods without any treatment. In the treatment session, the researcher is applied cartoon movie as a media.

The detail teaching planning can be seen in learning procedures below:

- a. The researcher explained the material (recount), like generic structure, language features, etc.
- b. The researcher give the exercises speaking test to stimulate their speaking skill much better than the days before.

- c. The researcher prepared 3 short cartoon movies during this study
  - d. The students must paid attention cartoon movie to understand the detail aspects into movie, like the story and how to speak English well and correct.
  - e. After watching the cartoon movie, the students was given the questions which related to the cartoon movie but they have to answer orally. For an example, “What is the movie tells about?”
  - f. The students have to arrange a draft of recount depends on the cartoon movie they have watched
  - g. The students could ask for helps to the teacher
  - h. The researcher ask the students to had a speaking’ performance in front of class
  - i. The researcher is given the feedback after finishing the class
  - j. The researcher is reviewed the material that has been taught for the next meeting
9. Post-test

After giving the treatments by watching cartoon movie, the researcher is conducted post-test to measure the improvement of students’ speaking skill. The instructions between pre-test and post-test were same.

#### 10. Scoring

After doing a pre-test and post-test, the data was scored by using rubric speaking assessment. The researcher is helped by English teacher.

## 11. Analyzing

After scoring the data from pre-test and post-test, the data was analyzed by using SPSS 26 to find out whether there is a significant improvement by using cartoon movie as support teaching media in students' speaking skill or not.

### 3.7 Data Analysis

This data was obtained by using SPSS program version 26. The results were classified and analyzed statistically. The results of data from control class and experimental class based on pre-test and post-test was scored by following five aspects in the rubric of speaking assessment. They were fluency, grammar, comprehension, vocabulary, and pronunciation. The aspects of the scoring rubric are proposed by Brown (2004). It was scored and calculated to compare the result between different groups.

#### 3.7.1. The Normality Test

The normality test is used in this study to measure whether the data in control class or experimental class are distributed normal or not in the pre-test. The data in the pre-test was gained by speaking test. The normality test was used Kolmogorov-Smirnov (K-S test). The probability of this test was:

$H_0$  = if Sig. (2 tailed) > 0.05, the data distribution is normal

$H_a$  = if Sig. (2 tailed) < 0.05, the data distribution is not normal

**Table 3. 5 The Normality test of Experimental and Control Class in Pre-test**

	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	df	Sig.

Speaking Test	Pre-Test Experiment	.151	28	.103
	Pre-Test Control	.157	28	.075

Based on the table above, the result of test normality in pre-test showed that the Sig. (2-tailed) was  $0.103 > 0.05$  for experimental group, and the Sig. (2-tailed) for control group was  $0.075 > 0.05$ . It can be concluded that all samples on both experimental and control group were normal.

### 3.7.2. The Homogeneity Test

The homogeneity test was used to determine whether the data from the experimental and control groups are homogeneous or heterogeneous in the pre-test. The homogeneity test was used Levene's test.

H<sub>0</sub>: if Sig. (2-tailed)  $> 0.05$ , the variance of two data are the same and homogeneous

H<sub>a</sub>: if Sig. (2-tailed)  $< 0.05$ , the variance of two data are the different and heterogeneous.

**Table 3. 6 The Homogeneity Test of Experimental and Control Class in Pre-test**

Speaking Test	Levene	df1	df2	Sig.
	Statistic			
	0.22	1	54	.884



The result of homogeneity test based on the table showed that the Sig. (2-tailed) was  $0.884 > 0.05$ , then  $H_0$  was accepted. From the result, it can be concluded that experimental and control class had the same variance, this also means that the homogeneity of the data had been reached.

### 3.7.3. Hypothetical Test

This study was calculated the data using a t-test value (significant 0.05) then consult the t-table value to determine the significance difference between pre-test and post-test in the two groups (Sugiyono, 2013). This study used a formula t-test to measure the data in the post-test.

The probability of this test was:

- a)  $H_0$  = If t-value  $>$  t-table and Sig. (2-tailed)  $<$  0.05, there was no significance difference in students' speaking achievement between the students who are taught using cartoon movie and the students who are not taught using cartoon movie
- b)  $H_a$  = If t-value  $<$  t-table and Sig. (2-tailed)  $>$  0.05, there was significance difference in students' speaking achievement between the students who are taught using cartoon movie and the students who are not taught using cartoon movie

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of description of research, the pre-test result, treatment, the post-test result, and discussion.

#### 4.1 The Use of Cartoon Movie for Teaching Speaking to EFL Students

Cartoon movie used in this study as teaching media for English Speaking. In purpose, cartoon movie can support the improvement of students' skill, especially in speaking. The research question in this study, that "Is the use of cartoon movie effective to support the improvement of students' speaking skill?", so this sub-chapter is answered the research question by the result of the pre-test and post-test. The differences between the students who were taught using cartoon movie and the students who were not taught using cartoons were revealed in the result. Therefore, to get the result this study used a speaking performance test. Then, the result of the data was tested by using SPSS 26.

This study is divided into three activities such as pre-test, treatment, and post-test, In order to find the data. The pre-test aimed to know the students' prior knowledge in speaking. Meanwhile, the post-test aimed to know the students' speaking skill after get the treatment. In the pre-test and post-test had the same instruction, the students have to do a monologue in their speaking performance with the topic has been prepared by the researcher. Furthermore, the schedule of the activities is described in the table below:

**Table 4. 1 Schedule of Activities on the Research**

No.	Day and Date	Activities	Class	Duration
1.	Tuesday, May 17 <sup>th</sup> , 2022	Try Out	VIII C	2 x 40 Minutes
2.	Friday, May 20 <sup>th</sup> , 2022	Pre-Test	VIII B	2 x 40 Minutes
3.	Monday, May 23 <sup>th</sup> , 2022	Pre-Test	VIII D	2 x 40 Minutes
4.	Friday, May 27 <sup>th</sup> , 2022	Treatment 1	VIII B	2 x 40 Minutes
5.	Monday, May 30 <sup>th</sup> , 2022	Treatment 2	VIII B	2 x 40 Minutes
6.	Monday, May 31 <sup>th</sup> , 2022	Treatment 3	VIII B	2 x 40 Minutes
7.	Friday, June 10 <sup>th</sup> , 2022	Post-test	VIII B	2 x 40 Minutes
8.	Monday, June 13 <sup>th</sup> , 2022	Post-Test	VIII D	2 x 40 Minutes

#### 4.1.1 Pre-test Result

The pre-test of both groups was conducted at different times, the experimental class was conducted on May 20<sup>th</sup>, 2022 while the control group was conducted on May 23<sup>th</sup> 2022. Furthermore, there were analyses such as normality

test, homogeneity test, mean score, and independent sample test in the pre-test result. After scoring the students' speaking performance with the following 5 aspects of speaking (vocabulary, grammar, pronunciation, fluency, and comprehension), the level of students' speaking skill was divided into 5 grades of level based on the students' scores, such as follows:

**Table 4. 2 Level of Speaking of Experimental and Control Class in Pre-test**

<b>Experimental Class</b>	<b>Grade</b>	<b>The Number of Students</b>
	Excellent	-
	Very Good	-
	Good	9 students
	Fair	12 students
	Poor	7 students
	Very Poor	-
<b>Control Class</b>	<b>Grade</b>	<b>The Number of Students</b>
	Excellent	-
	Very Good	-
	Good	10 students
	Fair	11 students
	Poor	7 students
	Very Poor	-

From the data above shows that the level of speaking skill between the experimental class and control class is nearly the same. In the data of the experimental class, there were 9 students at a good level, 12 students at a fair level, and 7 students at a poor level. Meanwhile, in the control class, there were 10 students at a good level, 11 students at a fair level, and 7 students at a poor level.

Since, the data have a normal distribution and are also homogeneous, it was thus safe to proceed with the parametric test (mean score, independent sample test, and make a further comparison between the control class and experimental class to find out the differences between the pre-test scores of the experimental class and the pre-test score of the control class. The mean score of both classes is presented in the table below:

**Table 4. 3 Mean Score of Experimental and Control Class in Pre-test**  
**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Speaking Test	Pre-Test Experiment	28	66.57	6.641	1.255
	Pre-Test Control	28	66.71	6.716	1.269

As shown in table 4.3, the mean score of the experimental group has 66.57 while the mean score of the control group has 66.71. So, it could be concluded that both the experimental and control group had the same level of English

speaking competence before treatment. After analyzing the mean score, the next step had to analyze the independent sample test.

**Table 4. 4 Independent Sample Test of Experimental and Control Class in  
Pre-test**

		Levene's Test for		t-test for Equality of Means						
		Equality of								
		Variances		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
									Lower	Upper
Speaking Test	Equal variances assumed	.022	.884	-.080	54	.937	-.143	1.785	-3.721	3.436
	Equal variances not assumed			-.080	53.993	.937	-.143	1.785	-3.721	3.436

\*If t-value > t-table and Sig. (2-tailed) < 0.05, no significance difference

\*If t-value < t-table and Sig. (2-tailed) > 0.05, significance difference

The result of the independent sample test on the table showed that in the column Sig. (2-tailed) indicated the number  $0.937 < 0.05$  for both the experimental class and control class. In addition, the t-value  $< t$ -table ( $0.080 < 2.000$ ). It means that the class had the same average value, so  $H_0$  is accepted. It could be concluded that there was no significance difference between the two classes. This also means that both classes had the same competence.

#### 4.1.2 Treatment

The treatment is given in three meetings. It was conducted from May 27<sup>th</sup>, 2022 until 31<sup>th</sup>, 2022. A cartoon movie was applied in this treatment session to improve the students' speaking skill. Then, the treatment was given only to the experimental class, which consists of 28 students. In addition, students were taught about recount text. The material was given based on the syllabus of eighth grades in Junior High School.

The first meeting was conducted on May 27<sup>th</sup>, 2022. The teacher open the class by giving greetings and then lead the students to praying before start the lesson. Then, the teacher checked the attendance list. The first time, the teacher ask the students how to answer if the teacher call their name, but almost all of the students did not know to answer in English. They only can answer "hadir" or "saya" while raised their hands. But, the teacher can understand that might be because the students have not done direct learning since the pandemic era, and the English teacher has not taught the students how to answer when the teacher checked the attendance. So, the teacher makes a decision that the students have to use English in the classroom, especially when they asked the teacher. In the first

treatment, the students were taught the definition, language features and also generic structure in recount text.

This material focused on the personal recount. The teacher played the short cartoon movie entitled “Best and Worst Holidays”. The videos were played three times. After the students watched the cartoon movie, they have to explain the whole of story using generic structure that they have learned. Also, the teacher taught the students about giving the opening and closing in their speaking practice, then they can explain it orally. In the results, the students still difficult to explain in English, most of the students have bad pronunciation and even they did not have a lot of vocabulary. Moreover, they could not memorize the opening and closing that has been taught by the teacher, even it has been written on the whiteboard.

The second meeting was conducted on 30<sup>th</sup> May 2022. The teacher open the class by giving greetings and then lead the students to praying before start the lesson. Then, the teacher checked the attendance list. Furthermore, the teacher is given the question to the students what they learned in the previous meeting, and also pointed the students to answer the question before continuing the lesson. Then, the lesson started with the short cartoon movie entitled “I had to Miss Grandmas’ Funeral for an Exam”. Then, the teacher played the videos three times and they might take notes with all of the information based on the videos. The teacher told the students to give more attention while watching the cartoon movie because the teacher gave the students a quiz using 5W + 1H. There were 10 questions and all of them were based on the cartoon movie. It has the purpose to



check their understanding of the story in the cartoon movie. Then, they have to make a short review of at least 5 sentences of the cartoon movie that they have watched. The students were very nice because after hearing the instructions, they immediately discuss with their friends to exchange their ideas before they start to make sure the sentences.

At the time, the students need to ask the teacher but they knew that they have to use English, so they are confused about how would say it. But, then the teacher told them that it was okay to try to speak English even it might be wrong, because there was a teacher to give the correction, and it was called “learning.” After that, the students were more confident to speak English, though sometimes the broken English make the class more fun and all of the students laughed. The students need a few minutes, but the time is over, so the teacher asked the students who are already to give a small review based on the cartoon movie, while waiting for the other students to prepare the sentences. In the results, the students’ speaking skill were improved. The students can speak English, but not fluently.

The third meeting was conducted on 31<sup>th</sup> May 2022. The teacher gave them a new short cartoon movie entitled “I Got Caught Cheating in School”. During the teacher played the videos, the students paid attention and no students were talking with their chairmates. The teacher played the videos three times and they had to explain the story based on what they watched with their own words, using the generic structure of recount text. They were very excited and also nervous at the same time because the teacher called the students randomly. In the results, the students all did well enough and better than in the second meeting.

Moreover, they can speak English clearly and loudly. The students told the teacher that they can easily understand the story but they could not speak like a native speaker, the accent of Javanese always been there when they speak English. Then, the teacher gave the feedback and taught them how to speak like a native speaker.

#### 4.1.3 Post-test Result

The post-test in this study was conducted on June 10<sup>th</sup>, 2022 for the experimental class, while the control class was conducted on June 13<sup>th</sup>, 2022. The post-test is given to the student of the control class and experimental class at different times. The purpose of the post-test is to measure the significant differences between students who were getting treatment (cartoon movie) and students who were not getting the treatment. The form of the test is a speaking test, and both classes had the same instructions. The students had to speak for at least 3 minutes based on the topic. After gathering the results of the post-test, the data of the pre-test was divided into 5 grades based on the students' level of speaking skill.

**Table 4. 5 Level of Speaking of Experimental and Control Class in Post-test**

	<b>Grade</b>	<b>The Number of Students</b>
<b>Experimental Class</b>	Excellent	-
	Very Good	5 students
	Good	19 students
	Fair	4 students

	Poor	-
	Very Poor	-

	Grade	The Number of Students
<b>Control Class</b>	Excellent	-
	Very Good	1 students
	Good	6 students
	Fair	9 students
	Poor	2 students
	Very Poor	-

In the table above shows that the level of speaking skill between the control class and experimental class was quite different, though both of them had an enhancement score. In the experimental class, there were 5 students at a very good level, 19 students at a good level, and 4 students at a fair level. Meanwhile, in the control class, there was 1 student at a very good level, 6 students at a good level, 9 students at a fair level, and 2 students at a poor level. As the result, in the experimental class, the students who get high scores in speaking skill are more than the students in the control class. Moreover, there were no students at a poor level in the experimental class.



Speaking Test	Equal variances assumed	.110	.742	2.892	54	.006	5.000	1.729	1.534	8.466
	Equal variances not assumed			2.892	53.418	.006	5.000	1.729	1.533	8.467

\*H<sub>0</sub> = If t-value > t-table and Sig. (2-tailed) < 0.05, no significance difference

\*H<sub>a</sub> = If t-value < t-table and Sig. (2-tailed) > 0.05, significance difference

Based on the table above, it was obtained that the total number of participants (N) in this research for experimental and control class were 56 with the degree of freedom (df) = N-2 = 54. Therefore, the independent sample test in post-test to answer the hypotheses of the study. The result of the independent sample test on the table showed that t-value was 2.892 and t-table was 2.000, thus t-value was higher than t-table (2.892 > 2.000) and Sig. (2-tailed) was 0.006 < 0.05, which means that H<sub>0</sub> was rejected then H<sub>a</sub> was accepted.

Furthermore, this study was compared the data from pre-test and post-test between the experimental group and control group to find out whether there was significance difference between control class and experimental class. It could be seen in the table below:

**Table 4. 8 Comparison Between Experimental and Control Class in Pre-test and Post-test**

Group	Pre-Test		Post-Test	
	Experiment	Control	Experiment	Control
Mean	66.57	66.71	77.00	72.00
Sig. (2-tailed)	0.93	0.93	0.006	0.006

The results of the data in this study above, it can be proven in the group statistic table. It shows that the pre-test mean score of the experimental group and the control group was nearly the same and the Sig. 2 (tailed) was  $0.93 > 0.05$ , which means that  $H_0$  was accepted. But, after the experimental group received the treatments, the experimental class had the higher score than the control class. The mean score in the post-test, the experimental class was 77.00, while the control class was 72.00. The mean score of the experimental class increased from 66.57 to 77.00, which means that there was 10.49 gain score. Meanwhile, the mean score in the control class was increased from 66.71 to 72.00, which means that there was 5.29 gain score.

It could be concluded that the experimental class had better speaking skill than the control class after giving the treatments by using cartoon movie. Moreover, the researcher can indicate that using cartoon movie was effective to support the improvement students' speaking skill at eighth grades of Junior High School.

## **4.2 Discussion**

From the previous chapter, it can be inferred that the results demonstrate positive outcomes towards the use of cartoon movie to support the improvement of students' speaking skill. The findings were discussed to provide answer of the research question. Besides that, it could reinforce the results.

### **4.2.1 The Advantages of Using Cartoon Movie as Teaching Media**

After finishing the research and then calculating the data, this study found that using cartoon movie as media in the class was effective to support the improvement of students' speaking skill. It could be concluded from the outcome of the research. This result same line with the statement of Abuzahra et al. (2016). They stated that cartoon movie can help the students with low level language achieve a significant language through cartoon movie. Rasyid (2016), added that the students' skill in speaking were improving after being treated by cartoon movie. Cartoon movie contributes of attractive and interactive class in the EFL classroom. The students can rise their speaking skill to argue or discuss based on the topic in the cartoon movie.

Considering the findings of this study, cartoon movie can brings out a good impact on the student's speaking skills. First, the teacher can use cartoon movie to open discussion to the students that is why the teacher and the students can make good communication during the English class. Second, the students gave paid attention to learning through cartoon movie. Third, the material was delivered easily. Fourth, the teacher can do question and answer which related to

the cartoon movie, it can make the students more active during the English class. Fifth, the vibes of classroom more fun. Sixth, the students more motivated to the English learning.

Thus, the advantages of using cartoon movie as teaching media was impact on the students' speaking skill and it was improved by using cartoon movie. It could be concluded that cartoon movie was effective to support the improvement of students' skill in speaking.

#### **4.2.2 The Disadvantages of Using Cartoon Movie to as Teaching Media**

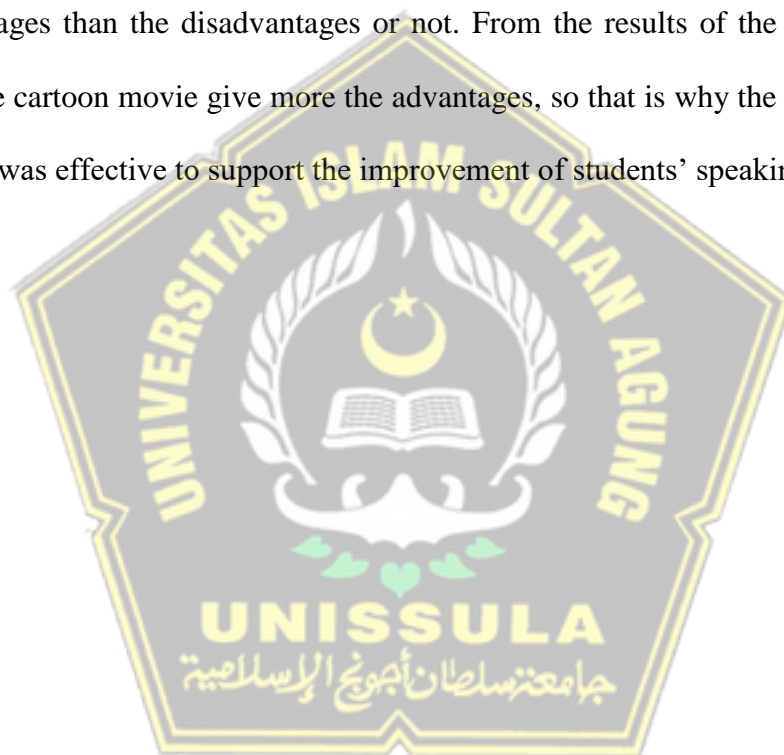
In this study found the disadvantages of using of cartoon movie. First, find the relevance of cartoon movie was difficult. Sometimes to find the appropriate between the material and content cartoon movie was difficult. The content of cartoon movie must be relatable with the syllabus, which means the teacher should be more careful to choose the visual material (Kusumaningrum, 2015). Second, considering the subtitle was not available. In that case, the level of students' skill still was not able to understand the cartoon movie without subtitle.

Third, the limited time. The range between the time of teaching English and time of playing the movie relatively short, which means it was difficult for teacher to play the whole of the movie. If the teacher still want to play the whole of the movie, then the class had no time for discussion. So, the teacher might be choose the short movie or divided the movie into some parts to manage the time. Fourth, sometimes the students did not get the value from watching a cartoon movie. Teacher should remember the goal of using cartoon movie as media that was not only watching the cartoon movie, but teaching English by using cartoon



movies. Therefore, the teacher must lead the students get the task with following the cartoon movie. Fifth, the facilities in the classroom must be complete and good. The teacher must be innovative and also creative, but to support this statement school must provide the completeness of facilities in the classroom.

To sum up, almost all of media had the advantages and the disadvantages. But, as the teacher should know that whether the media can give more the advantages than the disadvantages or not. From the results of the study showed that the cartoon movie give more the advantages, so that is why the use of cartoon movie was effective to support the improvement of students' speaking skill.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of the conclusion and suggestions based on the result of the study.

#### **5.1 Conclusion**

The results in this study showed that cartoon movie was effective to support the improvement of students' speaking skill, especially at the eighth grades of Junior High School. The performance of control class and experimental class demonstrate the significant difference in the outcomes of post-test. The experimental class was taught by using cartoon movies, meanwhile the control class was taught by traditional approach. Then, the experimental class indicated a significant improvement in speaking skill after cartoon movie was applied as teaching media in English classroom. So, it could be concluded that the research question in this study has been answered.

#### **5.2 Suggestions**

The school must always provide the completeness and also check the damage to the teaching-learning facilities in the classroom, such as LCD projector, cables, sound speaker, and projector boards. The teaching-learning facilities are very important to make the process of learning activity in the classroom more comfortable. So, it is not wasting time to take the tools from the office to the classroom.

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