



Students' Speaking Ability Using Cartoon Movie During Pandemic COVID-19

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Abstract. This research was aimed to describe the student's improvements and their responses toward the use of cartoon movie in speaking skill of expression of giving and responding instruction by the ninth graders in SMPN 55 Surabaya during Pandemic COVID-19 academic year 2020/2021. In order to conduct research, the classroom action research (CAR) was used on 36 students in IX B class as subjects. Observation and tests were the instruments used. The results showed in the preliminary results showed that there were 1 or 3% of 38 students got poor mark, 8 or 21 % of 38 students got less mark, 16 or 42% of 38 students got fair mark, and 13 or 34% of 38 students got good mark. Then, in cycle 1, 2 or 5.2% of 38 students got excellent mark, 32 or 84.3% students of 38 students got good mark, and 4 or 10.5% of 38 students got fair mark. The results of cycle 2 revealed that 21 or 55.3% of 38 students got excellent mark, 17 or 44.7% students of 38 students got good mark. The researcher's analysis shows that the average of student's test result of the second cycle was 82.84. The highest score was 92 and the lowest score was 68. Researcher concluded that student's speaking skill in expression of giving and responding instruction was improved and effective.

Keywords: *speaking ability, cartoon movie, pandemic COVID-19*

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan peningkatan siswa dan tanggapan mereka terhadap penggunaan film kartun dalam keterampilan berbicara ekspresi memberi dan merespon instruksi oleh siswa kelas sembilan di SMPN 55 Surabaya selama Pandemi COVID-19 tahun ajaran 2020/2021. Untuk melakukan penelitian, penelitian tindakan kelas (PTK) digunakan pada 36 siswa kelas IX B sebagai subjek. Observasi dan tes adalah instrumen yang digunakan. Hasil penelitian menunjukkan pada hasil pendahuluan terdapat 1 atau 3% dari 38 siswa mendapat nilai kurang, 8 atau 21% dari 38 siswa mendapat nilai kurang, 16 atau 42% dari 38 siswa mendapat nilai cukup, dan 13 atau 34% siswa mendapatkan nilai sedang. 38 siswa mendapat nilai bagus. Kemudian pada siklus 1, 2 atau 5,2% dari 38 siswa mendapat nilai sangat baik, 32 atau 84,3% siswa dari 38 siswa mendapat nilai baik, dan 4 atau 10,5% dari 38 siswa mendapat nilai cukup. Hasil siklus 2 menunjukkan bahwa 21 atau 55,3% dari 38 siswa mendapat nilai sangat baik, 17 atau 44,7% siswa dari 38 siswa mendapat nilai baik. Analisis peneliti menunjukkan bahwa rata-rata hasil tes siswa pada siklus II adalah 82,84. Skor tertinggi adalah 92 dan skor terendah adalah 68. Peneliti menyimpulkan bahwa keterampilan berbicara siswa dalam ekspresi memberi dan merespon instruksi meningkat dan efektif.

Kata kunci: *kemampuan berbicara, film kartun, pandemi COVID-19*

INTRODUCTION

Uncertainty has been introduced into various parts of national and global society as a result of the COVID-19 pandemic, including educational institutions. Throughout the world, educational institutions have been compelled to halt their operations in order to prevent the spread of the virus, and schools, colleges, and universities have now been closed for an extended period of time as a result (Rahman, Uddin, & Dey, 2021). Educational institutions are adopting online education so that students can continue their studies from the comfort of their own homes, particularly in subjects such as English. English's language is a worldwide language that develops a unique role that is recognized practically everywhere in the world. There are several factors that contribute to English becoming a global language: its geographical, historical, and sociological Crystal (2003: 29). Nearly every aspect of our everyday lives is influenced by and influenced by English. This is true in the media and in politics as well as in business, communication, technology, entertainment, education, advertisements, and even on restaurant menus and in restaurant menus. Consequently, it is no surprise that English is taught as a second language in many nations' educational systems in order to educate future workforces that are equipped to compete in a globally competitive environment.

The primary goal of English instruction at Junior High School, according to the K-13 curriculum, is to develop communicative competence among students. Both in the written and spoken forms, students are expected to be fluent in the English language and to communicate effectively in it. The four talents of the English language are hearing, speaking, reading, and writing, and pupils must be proficient in each of these areas. When it comes to receptive skills, listening and reading are considered, whereas speaking and writing are considered productive. Nonetheless, the four abilities do not exist as distinct entities within the language; on the contrary, all of the skills are interconnected one with another. Additional research indicated that “despite our history of handling the four skills in discrete segments of a curriculum, there is a current tendency toward skill integration” according to Brown (2005).

Since March 2020, the pandemic covid-19 virus has spread widely throughout the planet. According to a study conducted by Bao (2020), the five most important areas of online education that higher educational institutions must address during COVID-19 are highly integrated online instructional design and student learning, efficient and effective delivery of online classes, sufficient support from faculty and administration, participation and group discussion among students, and back-up plans. What is the best way to teach public speaking in the classroom? The ability to communicate verbally, according to some teachers, is the most important language skill. Speaking and listening are the most frequently used abilities in the classroom, especially since it is an online education. When we speak, we are engaged in an interactive process of meaning construction that involves the production, reception, and dissemination of information. The issue is how to educate students in the Pandemic Covid-19 age. Furthermore, according to Harmer (2007), “When we speak, we construct words and sentences with individual sounds, and we also employ pitch shift, intonation, and stress to express diverse meanings.”

Because “we now know that speaking is far more sophisticated than this, and that it entails both the command of specific abilities and the acquisition of multiple various forms of knowledge,” Thornbury argues, students are in desperate need of their teachers' assistance in mastering speaking skills (2001: 1). Aside from that, there are various different ways of speaking that students in the ninth grade of Junior High School should get familiar with. Giving and receiving instructions are two examples of nonverbal communication that are used in this context. When we want someone to perform anything for us, we give them an instruction, and when we answer to them, we should pay

attention to what they have told us to do. Students in the ninth grade of junior high school are required to be able to use this expression in their effective communication.

Unfortunately, one of the obstacles stems from the teacher, in addition to the linguistic difficulties indicated above. Many students continue to mispronounce things because their teachers do not provide them with an adequate model of English. The teacher simply instructs on the content included in the student's handbook. In the classroom, a spoken presentation that lasts the entire period will not be beneficial. Students will become bored and their attention span will drop if they are exposed to monotonous activities in the classroom. For example, according to Harmer (2001: 17), "one of the greatest opponents of successful teaching is student boredom." As a result, when teaching English, the teacher's imagination is extremely vital.

The researcher found as a result that there were some components of the teaching and learning process that the instructor did not undertake, one of which was the use of media in the classroom. Every type of media can be quite beneficial in the process of teaching and learning. It can be utilized to boost student engagement and will aid in the improvement of the teaching and learning process's overall effectiveness and efficiency. According to the study, media can provide variance in the teaching-learning process, causing students to pay more attention to the material presented and to be more motivated to acquire it. In a summary, media and materials provide significant contributions to the achievement of the objectives of the teaching and learning process. Media has become increasingly crucial in the transfer of knowledge to students, particularly in the case of speaking classes. Videos, songs, and other interactive media will make significant contributions to providing proper English-speaking models, especially since on-line classes are now available. Additionally, Sadiman (2010: 6) adds that "Media is the physical medium via which a message is delivered and students are stimulated to learn."

For this reason, during pandemic Covid-19, the researcher chose Cartoon Movie as the media to teach students how to communicate effectively. "A movie is a motion picture or film that produces entertainment and tells a story," According to Sadiman & Raharjo (2007: 69). This means that a cartoon movie is the integration of audio-visual media types into an integrated application or presentation to deliver the material in the teaching and learning process. Students can learn acceptable models for speaking effectively, accurately, and intelligibly by watching or employing English movies in their classrooms. When used in the classroom, cartoon movies can serve a number of important functions, including adding variety, providing appropriate models of exposures and pronunciation through native speaker discussions, and attracting students' attention through the use of sound and moving pictures in an online class.

Based on the explanations above, the researcher conducted action research at the ninth-grade students of SMPN 55 Surabaya. The researcher assumed that cartoon movies could make the process of teaching and learning in the classroom more enjoyable and interesting. So, the researcher chose the title "*Improving Students' Speaking Ability Using Cartoon Movie During Pandemic Covid19 at SMP Negeri 55 Surabaya Academic Year 2020/2021*", which the title of the cartoon movie that used as a media online class. By using cartoon movie as the medium in learning and teaching speaking, hopefully the students would be enthusiastic to research speaking English in expression of giving and responding instruction and their ability in speaking get improve. The objectives of this research are:

1. To find out how cartoon movie during Pandemic COVID-19 can be implemented to improve the ninth-grade student's speaking skills at SMPN 55 Surabaya in the academic year of 2020/2021
2. To find out the student's responses to the use of cartoon movie in speaking skill during pandemic COVID-19 academic year 2020/2021.

METHOD

Research Design

This investigation was carried out as part of the Classroom Action research project (CAR). Action research aims to improve teaching by examining, for example, the effectiveness of certain activities or processes implemented by teachers during the teaching and learning process. According to Burns (1994: 30), action research is problem-solving research conducted in a social setting with the goal of improving the quality of action within it. The action and observation stages are referred to as the implementation stage in some circles. It is possible to infer that action research involves issue solving with the goal of improving the quality of life through the process of planning, action, observation, and reflection (or a combination of these). Classroom action research assists educators in gaining a better understanding of teaching and learning, developing their own teaching abilities and knowledge, and taking action to improve student learning outcomes. The steps of action research, as defined by Kemmis & Taggart (1998) and cited in Burns (1999), are divided into four phases in a cycle of research: (1) planning; (2) action; (3) observation; and (4) reflection.

Focus and Setting of the Research

In this research, the researcher focused on teaching speaking using cartoon movie to improve students speaking skill for the IX B class at SMP Negeri 55 Surabaya. The cartoon movie that used in this research during pandemic covid-19 academic year 2020/2021. The setting of the research was at SMP Negeri 55 Surabaya. It is located on Jl. Pagesangan 4 Mulia, Surabaya. Related to English learning and teaching activities, the English subject was taught 2 times meeting a week for 60 minutes for each meeting. The class consists of 18 classes (6 classes for VII grade, 5 classes for VIII grade, and 7 classes for IX grade). This research was conducted as soon as possible after admitting this thesis proposal accepted.

Subjects of the Research

The students who participated in the study were ninth graders at SMP Negeri 55 Surabaya during the academic year 2020/2021. The subjects of the study were representatives of the IX B class, according to the researcher. In altogether, it contained 36 students, and the researcher used all of them as subjects for his study. According to the findings of the researcher, students in IX B had low competence and achievement in speaking beginning of the study. As a result, the researcher decided to use the students from class IX B as the subjects of this study in order to develop their speaking abilities. Classroom action research is done collaboratively. The researcher needed participation of other subject as partner to support the research. The collaborator in this classroom action research is person who helps the researcher to collect the data. The collaborator in this research was the English teacher who teaches English in SMP Negeri 55 Surabaya at IX B class, Mrs. Sri Rahayu as teacher model.

Data Collecting Procedures

There were both quantitative and qualitative data in the study. In order to collect qualitative information, we interviewed the students and the teacher, saw the teaching-learning process, and observed action in the field during the implementation of the action. In the form of field notes and interview transcripts, the information was collected. A digital camera and a mobile phone were used to collect data during the interviews. Interview guidelines, observation sheets, field notes, and a digital camera were also used. This study's quantitative data came in the form of student speaking scores,

which were obtained through the use of speaking assessments that were conducted twice during the course of the study. There were two tests: a pretest and a posttest. The pre-test was used to determine the student's level of speaking proficiency, and the post-test was used to determine whether or not there was a significant improvement in the student's level of speaking ability before and after the cartoon movie was used. The instruments were utilized to gather the information for the data collection. The following table presents the detail instruments used by the researcher.

Table 1. Instruments of the research

NO	INSTRUMENT	FUNCTION
1.	Pre-Test & Post Test	to get the information on the student's speaking ability before and after implementing the actions.
2.	Speaking rubric	to guide the researcher in scoring the students' speaking performances.
3.	Interview guidelines	to guide the researcher in conducting interview with the English teacher and the students.
4.	Lesson plans	to plan the materials and activities used to teach the students
5.	Course grids	to guide the researcher to design the learning materials.
6.	Observation sheets and field notes	to write down the problems, facts, and description during the teaching and learning process.
7.	Digital camera	to take the pictures during implementing the actions.

Data Analysis

After collecting the data, they were analyzed both, qualitatively and quantitatively. In qualitative, researcher analyzed the data from, field notes and interview during the research. Meanwhile, in quantitative the researcher analyzed from the result of the student's speaking performance tests that had been scored by using scoring rubric proposed by H. Douglas Brown:

Table 2. Oral scoring rubric

Aspect	Score	
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words
	2	Can handle with confidence but not with facility most social situations, including introductions and casual

		conversations about current events, as well as work, family and autobiographical information.
	1	No specific fluency description. Refer to other four language areas for limited level of fluency.
Grammar	5	Equivalent to that of an educated speaker
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	1	Errors in grammar are frequent, but speaker can be understood by a native speakers used to deal with foreigners attempting to speak his language.
Pronunciation	5	Equivalent to and fully accepted by educated native speakers
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accents may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to practice effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Comprehension	5	Equivalent to that of an educated native speaker
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at normal rate of speech.
	2	Can get the gist of most conversations of non-technical subject (i.e. topics that require no specialized knowledge)

	1	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, of paraphrase.
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The improvement of the student's speaking skill score can be seen in the achievement indicator as follow:

Table 3. Achievement Indicator

No	Score	Criteria	Note
1	81-100	Excellent	The students get the excellent criteria score in every category
2	61-80	Good	The students get the good criteria score in every category
3	41-60	Fair	The students get the fair criteria score in every category
4	21-40	Poor	The students get the poor criteria score
5	1-20	Very poor	The students get the very poor criteria score

Adapted from Arikunto (2010)

During the research, the data was examined based on the field notes and interview transcripts that were collected. Triangulation was employed in order to determine trustworthiness. According to Burns (1999:163), triangulation is one of the most often used and well-known methods of determining the validity of a hypothesis. Its goal is to collect a diverse range of viewpoints on the subject under investigation. The use of triangulation is also asserted to be an effective approach to demonstrate, for example, that if multiple methods of study yield same results, the data is likely to be reliable. Additionally, in order to ensure the credibility of the data, the research included data from a variety of sources, including the researcher, the English teacher, the headmaster, and students in the ninth grade. Triangulation of data would occur through the use of field notes taken during the teaching and learning process, the interview transcript, some expert theories, and other notes that were relevant to the data, such as notes on the students' improvement, achievements, and errors throughout the course of the study. Field notes were used to record the activities that took place in the classroom and to process and report of supporting papers such as the lesson plan and the students' work. Following that, an interview was held in order to learn more about the students' opinions of the class activity as well as to obtain some comments, perceptions, and ideas about the action taken by the teacher.

RESULTS AND DISCUSSION

The researcher used the Preliminary Cycle to figure out what the problem was. A number of actions were taken during the Preliminary stage in order to identify the research's field concerns. To begin, a preliminary observation of the English teaching and learning process, namely in the area of speaking skills, was carried out at SMPN 55 Surabaya's class IX B. Furthermore, interviews with the English teacher and students from class IX B were to be conducted as part of the investigation. Also on the agenda was the delivery of a Pre-Cycle to students in class IX B at SMPN 55 in Surabaya. The preliminary observation, which took place on Monday, April 31st, 2021, was conducted in order to gain a better understanding of the teaching and learning process of speaking in class IX B. This was

done in order to identify the problems that were in the field. The field comment that follows served as the first data that needed to be taken into consideration before anything else was considered. An interview and discussion with an English teacher followed after the preliminary observation in order to gather information about how speaking is taught and learned, which could be used to help identify and solve the problems. After conducting a preliminary observation, the next step was to gather information through an interview and discussion with the English teacher. The researcher also conducted interviews with several students from class IX B in order to get insight into their difficulties in learning to speak and to obtain suggestions for improving the difficulties they were experiencing during the teaching and learning process.

The teacher's interview revealed that there are a number of factors that interfere with the learning and teaching process when it comes to speaking skill. During the discussion, the teacher expressed his desire to cover the teaching of four language skills; however, time constraints and media constraints proved to be the most significant obstacles. Listening and speaking were the most difficult skills to teach because reading and writing had more components to teach. Additionally, the teacher asserted that there were a number of variables that contributed to students' poor speaking skill. Students' lack of self-confidence and lack of motivation to communicate in English were the first two factors identified. The majority of students felt confident in their ability to communicate their ideas in English, but they paid little attention to the many aspects of English speaking, such as pronunciation, grammar, fluency, intonation, and vocabulary. A further consideration was how little media was used to aid in the teaching and learning process of public speaking, which was a minimum of two. Because there is no Language Lab available, the use of media such as movies and videos in the teaching of speaking is limited. A number of reasons were identified by the researcher during an interview with students from class IX B at SMPN 55 Surabaya that contributed to the students' poor oral communication skills.

On the basis of early observations and interviews, it was determined that there were certain existing challenges connected to the teaching and learning process of public speaking. Those field issues have been predetermined. The results of the Pre-test were collected from the English teacher work that was completed. The scores were required in order to assess the students' initial abilities of speaking in implementing the action. Following the completion of the test, the following results were determined, as shown in the table below:

Tabel 4. The category of the students' scores and their percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	-	-	Excellent
2	61 – 80	13	34%	Good
3	41 – 60	16	42%	Fair
4	21 – 40	8	21%	Less
5	0 - 20	1	3%	Poor
		38	100 %	

From the data above there were 1 or 3% of 38 students got poor mark, 8 or 21 % of 38 students got less mark, 16 or 42% of 38 students got fair mark, and 13 or 34% of 38 students got good mark. The calculation result shows that the average of student's test result of pre cycle was 52.55. The highest score was 70 and the lowest score was 20. From the result above, the mean of students in speaking skill was low.

The Cycle I test took place on Tuesday, May 1st, 2021, and was a success. It was the subject of delivering and reacting to instruction that ran through the speaking material. Cycle I dealt with the teaching and learning process as well as an assessment test. There was a total of 38 students who attended. In order to serve as a learning medium, the researcher created a cartoon movie with the title "Toy Story." Some efforts to overcome the problems identified in the previous sub-chapter were planned in light of the feasible problems to solve. In this step, the researcher put the teaching technique into practice by showing a cartoon movie. When putting the action plan into action, the researcher followed the lesson plan that had been established. The action was focused on adopting cartoon movies as authentic materials in order to develop the student's speaking abilities. The information gathered during Cycle 1 was gathered through a post-test, an observation, an interview, and other documentations. The researcher began the lesson by introducing himself to the students and verifying that they were all present. The researcher next went over the lesson that the teacher had planned for the previous meeting, which was about giving and responding to instruction. The researcher provided a list of questions that were connected to the subject matter. The students listed various vocabularies that are commonly used in the expression of providing instructions, and then the teacher asked them to list the antonym for each word they mentioned.

Following that, the worksheet was distributed by the researcher. The dialogue from the movie was included in the worksheet, but there were some blank spaces as well. The students were instructed to complete the phrases by filling in the blanks. The researcher watched the film three times in total. After they have done filling in the blanks, the researcher devotes 15 minutes to observing the entire interaction and attempting to capture as accurately as possible the expressions of those providing and receiving instructions. Student attention was drawn to the character's pronunciation of the dialogue, as well as his or her intonation and fluency as the researcher played the cartoon movie three more times for them. Following that, the researcher coached the students on pronouncing the vocabulary and provided some corrections to pupils who had mispronounced several terms throughout the drill. After that, the teacher instructed each student to speak the dialogue one at a time. In addition, the results of the cycle one test can be found in the table provided below

Table 5. The category of the students' scores

No	Interval	Freq	Percentage	Category
1	81-100	2	5.2	Excellent
2	61-80	32	84.3%	Good
3	41-60	4	10.5%	Fair
4	21-40	-	-	Less
5	0-20	-	-	Poor
		38	100%	

From the data above, it can be seen that 2 or 5.2% of 38 students got excellent mark, 32 or 84.3% students of 38 students got good mark, and 4 or 10.5% of 38 students got fair mark. The researcher's analysis shows that the average of student's test result of the first cycle was 72.94. The highest score was 88 and the lowest score was 60. Researcher concluded that student's speaking skill in expression of giving and responding instruction was improved and effective. The researcher decided to conduct the next cycle and intended to give better explanation to them. In short, the researcher decided to continue the action to the next cycle.

After taking into consideration the results of the preceding reflection, it is reasonable to conclude that the activity possessed both advantages and disadvantages, in addition to strengths and weaknesses. Accordingly, the researcher came to the conclusion that it was critical to plan for and

execute the next cycle in order to solve the challenges and weaknesses that had surfaced during the previous cycle. After making observations and reflecting on the teaching learning process in Cycle I, the researcher changed the technique for teaching speaking in Cycle II the following cycle, taking into consideration the observations and reflections from the previous cycle. First and foremost, by changing the worksheet from Cycle I, the researcher hoped to draw more emphasis to the vocabulary and grammar parts of the study in general. Because of the need to improve the usefulness of the Cycle I worksheet, the researcher had to adjust various aspects of it in order to improve students' capacity to comprehend and acquire vocabulary and grammar. Students are advised to underline the sentences in the Cycle II worksheet that express giving and reacting instructions when they are given whole sentences to read through. In order for them to be able to comprehend the right grammar and terminology. Then, with the support of the English teacher, they will be able to examine and memorize it on their own initiative.

After that, the researcher would focus on pronunciation and intonation by undertaking more drilling and putting more emphasis on the students whose pronunciation was still bad. As an added bonus, more than three viewings of the film will be provided by the researcher, giving the students enough opportunity to pay close attention to how the characters speak and pronounce the dialogue they hear in the film. Following that, the researcher quizzed the students on the pronunciation of selected terms and had them practice pronouncing the words at random intervals for a total of 15 minutes. A few students who were still struggling with pronunciation were identified by the researcher after the session concluded. In addition, the researcher sought to include a pre-activity in the session. As a result, students will find the learning process to be more enjoyable, and they will perform better on the test as well. Aside from that, the researcher would provide the students an equal opportunity to ask questions.

The Cycle 2 meeting was held in class IX B on Tuesday, May 9, 2021, and was conducted by the researcher. The researcher had 80 minutes to complete the task at hand, which he or she did. Mr. Darto, who was present as an observer, was of aid to the researcher in his work. It was the researcher's responsibility to arrive first and put up the LCD projector and speaker system, so he arrived first. After all of the teaching aids had been completed, the researcher greeted the students and checked their attendance records to ensure that they were accurate and up to date. The researcher conducted a "Tongue Twister" game as a warming-up activity for the students in response to the English Teacher's (observer's) suggestion during Cycle I observation to provide a pre-activity before beginning the session. The goal was to increase the number of students who were willing to participate in class activities. For the purpose of discussion, the class was divided into four groups of five students each. Each group was handed a sentence, and each member of the group that stood in a line was in charge of passing the sentences on to the next group in line after them. The sentence had to be said by the children who were the last ones to rise in the line and stand up to speak. Eventually, the winning group was the one that was the first to report back to the teacher with the correct sentence. Following their participation in the game "Tongue Twister," the students and the teacher reviewed the prior materials, which included presenting and responding to directions in various ways. During the research process, the researcher provided a worksheet with the entire dialogue from the cartoon movie that was to be exhibited in the classroom. The teacher guided the students through the process of completing the assignment. They were told to underline any sentences that expressed offering or responding to instructions while the movie was playing. After the students completed the test, the researcher randomly selected one text that they had underlined and asked them to read it. The students' scores improvement is presented on the following table.

Table 6. The category of the students' score cycle 2

No	Interval	Freq	Percentage	Category
1	81-100	21	55.3%	Excellent
2	61-80	17	44.7%	Good
3	41-60	-	-	Fair
4	21-40	-	-	Less
5	0-20	-	-	Poor
		38	100%	

From the data above, it can be seen that 21 or 55.3% of 38 students got excellent mark, 17 or 44.7% students of 38 students got good mark. The researcher's analysis shows that the average of student's test result of the second cycle was 82.84. The highest score was 92 and the lowest score was 68. Researcher concluded that student's speaking skill in expression of giving and responding instruction was improved and effective.

Following the implementation of the second cycle, the researcher contrasted the results of the first cycle with the results of the second cycle to arrive at a conclusion. A slight improvement was discovered by the researcher in Cycle II. The process of teaching and learning became more successful than it was previously. In addition, the class was well-managed. Because they were familiar with the cartoon movie, the pupils were more excited and active in joining the lesson as a result of it. It was demonstrated by the students' ability to reduce their noise and pay attention to the lesson, as well as their willingness to be asked to come in front of the class and actively respond to the teacher's questions. The next point to consider was the students' progress in determining specific information that they could gather from the movie.

Apart from that, when the researcher reviewed what they had seen in the cartoon movie on the topic they were supposed to learn, the majority of the students were able to recall specific aspects from the movie. It was because the cartoon movie pushed them to be relaxed, which allowed them to learn how to speak. It allowed pupils to enjoy themselves while putting no pressure on them to complete the exercises. They become more active as a result of their ability to respond to inquiries and complete activities assigned by the researcher. It was due to the fact that the cartoon movie provided an easy way to learn all of the questions and answers. They paid close attention to the cartoon movie and are therefore well prepared to answer the questions. There were also some gains in the students' ability to communicate verbally. The students were more adept at employing the vocabulary words in their discussions. In addition, the kids have a better understanding of the grammar. It was demonstrated by the students' exercises on their worksheet, which contained just a small number of errors in identifying the sentences in question. The students' pronunciation, intonation, and fluency all improved as a result of the program. The number of kids who are able to correctly enunciate specific terms has grown.

The following are examples of issues that can be resolved in the context of speaking learning and the teaching process in the classroom: (1) Students have difficulties deciphering the meaning of the sentences. (2) The students' unwillingness to enunciate the words appropriately on their own. (3) The students' inability to pronounce the words with the proper tone and fluency, among other things. (4) The class was dead; pupils were bored, and as a result, they became inactive in the teaching-learning process. (5) There was a lack of attention and motivation on the part of the learner. (6) Students were constantly conversing with one another or engaging in class activities. As a result of the limited time available and the findings of Cycle II, which indicated that all interventions were

successful in improving the students' speaking abilities and that the research's overall goal had been achieved, the collaborators and the researcher agreed to conclude the research in this cycle.

With Cycle II, the researcher and the English teacher adopted several new and improved actions in the hopes of making the speaking teaching and learning process more enjoyable for both students and teacher. Following a period of reflection on the activities taken and grading the students' oral presentations, the researcher and her collaborator came to a conclusion about the findings of Cycle II. During the course of this cycle's implementation, there were various enhancements made. They were as follows: (1) It was successful in accomplishing the objectives of employing cartoon movies as instructional media to give appropriate examples of English for students and to convey the real-world context of communication. (2) Because the cartoon video had been edited and played as a continuous sequence, students found it entertaining and simpler to comprehend. (3) There were no technological difficulties encountered throughout the preparation of the movie-watching activity, which resulted in the activity being quite quick. (4) Students were able to quickly comprehend the materials after participating in the movie watching exercise. (5) Through the employment of the English language in the classroom and communicative speaking activities, students were given additional opportunity to practice the target language in a real-life context. (6) The students' enthusiasm and interest in learning English have risen as a result of a more diversified and fascinating curriculum and classroom activities. (7) The large number of students were able to appropriately enunciate words and employ intonation. Eighth, when they conducted dialogues, the students were able to talk with confidence and fluency. (8) The students could use appropriate language to explain their opinions. (9) Students' grammatical accuracy and comprehension improved as a result of the program.

The speaking assessments, which were undertaken in addition to the observations and interviews that were conducted during the implementation and reflection, were carried out to measure the improvements in students' speaking abilities as well as to support the validity and reliability of the data. Fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension were some of the indicators developed by the researcher to assess speaking performance in various situations. In light of the limited time available and the findings of Cycle II, which indicated that all interventions were successful in improving the students' oral communication skills and that the research's overall goal had been achieved, the collaborator and the researcher agreed to conclude the research in this cycle.

The use of a cartoon movie and its supplementary actions, which included the application of some communicative speaking tasks, the use of English language in the classroom during the teaching and learning process, providing feedback on the students' work, and providing handouts of the materials, were successful in improving the students' speaking skills of the class IX B students at SMPN, as previously stated. Those conclusions might be drawn from the observations and interviews conducted with the English teacher and the students throughout the course of the investigation. Prior to the implementation of the steps, the students' oral communication abilities were evaluated using a pre-test administered on April 31, 2021. Between now until May 9, 2021 (Cycle II), the post-test was carried out in the course of the actions' implementation (Cycle II). It showed the changes on the students' scores which increased significantly. The students, who just gained 52.5 in the pre-test, were able to increase their score up to 20.44 in the Cycle I post-test then keeping increase their score up to 9.9 in the Cycle II Post test. It indicated that they were successful in making a considerable improvement. In conclusion, the use of cartoon movie was proven to be effective to improve the students' speaking skills.

In addition, the researcher also observing student's response in learning process. Cycle by cycle the student's response in learning process get improve 20 %. Meanwhile, the results of the students' speaking performances during the course of the implementation were also presented to support the conclusion that the employment of cartoon movies may help students enhance their public speaking abilities. A cartoon movie can help students enhance their speaking skills in terms of fluency, pronunciation, grammar and vocabulary. It can also help them improve their comprehension skills. It was because the students were able to obtain real and acceptable models of English in the context of certain expressions by participating in the movie watching activity. They may learn how to talk in a fluent, correct, and suitable manner in a real-world setting or in everyday conversation so that they could communicate effectively in any situation. Consequently, it follows that engaging instructional media, such as cartoon movies, could be used to enhance the teaching of speaking in order to help students gain a better knowledge of how to utilize the target language in a real-life situation.

CONCLUSION

Related to the findings, the actions were implemented in two stages, each of which was completed in a single cycle. It has been proven that the use of cartoon movies, when combined with other supplementary actions such as applying some communicative speaking activities, using English language in the classroom, providing feedback on the students' work and providing handouts of the materials, can significantly improve both the student's speaking skills and the teaching and learning process of speaking. Preliminary results showed that there were 1 or 3% of 38 students got poor mark, 8 or 21 % of 38 students got less mark, 16 or 42% of 38 students got fair mark, and 13 or 34% of 38 students got good mark. The calculation result shows that the average of student's test result of pre cycle was 52.55. The highest score was 70 and the lowest score was 20. Then, in cycle 1, 2 or 5.2% of 38 students got excellent mark, 32 or 84.3% students of 38 students got good mark, and 4 or 10.5% of 38 students got fair mark. The researcher's analysis shows that the average of student's test result of the first cycle was 72.94. The highest score was 88 and the lowest score was 60. Researcher concluded that student's speaking skill in expression of giving and responding instruction was improved and effective. The results of cycle 2 revealed that that 21 or 55.3% of 38 students got excellent mark, 17 or 44.7% students of 38 students got good mark. The researcher's analysis shows that the average of student's test result of the second cycle was 82.84. The highest score was 92 and the lowest score was 68. Researcher concluded that student's speaking skill in expression of giving and responding instruction was improved and effective.

Based on the results of the two cycles, it can be inferred that there are some effective methods for improving the students' oral communication abilities in SMPN 55 Surabaya's class IX B (English). First and foremost, employing a cartoon movie as a teaching medium has the potential to capture students' attention during the teaching and learning process, as well as to increase their motivation to complete the course. A cartoon movie could provide students with relevant and accurate models of English, allowing them to learn how to utilize the target language in a real-life social situation through the use of animation. It also made it easier for students to grasp the concepts presented in the materials. A cartoon movie can help students enhance their speaking skills in terms of fluency, pronunciation, grammar and vocabulary. It can also help them improve their comprehension skills. It was because the students were able to obtain real and acceptable models of English in the context of certain expressions by participating in the movie watching activity. They may learn how to talk in a fluent, correct, and suitable manner in a real-world setting or in everyday conversation so that they could communicate effectively in any situation. Consequently, it follows that engaging instructional media, such as cartoon movies, could be used to enhance the teaching of speaking in order to help students gain a better knowledge of how to utilize the target language in a practical setting.

As a result of the findings of the research, it is critical that the English instructor take some action to address them. The teacher should present a variety of media to the students in order to encourage them to pay attention to the process of teaching and learning that takes place in the classroom setting. In order to increase the students' motivation to learn, the instructor should be innovative in determining the activities that will be carried out in the classroom during class. It has to be communicative in order to capture the attention of the students. When teaching a language, the teacher should always provide opportunities for students to practice because children learn best when they are immersed in the language themselves. To increase students' communication abilities, using cartoon movies as educational media to provide authentic examples of English, together with the application of various communicative speaking activities, can be successful solutions. During the course of this investigation, the researcher discovered technical issues involving the teaching aids, including the LCD and speakers. Because of this, the researcher proposes that other researchers produce and test the teaching aids to ensure that they are effective. To ensure that students do not become confused when they participate in movie viewing activities, the cartoon movie that is utilized in the teaching and learning process of speaking should be clear, attractive, and set up as a continuity.

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