



## The Effect of Cartoon Movie On Students Speaking Ability

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### ABSTRACT

The objective of the research was to determine whether there was a significant effect of the use of digital systems on the speaking skills of the students in Seventh Grade Junior High School. This research was a quantitative research with a quasi experimental design. It was conducted in seventh grade SMP Negeri 5 Tanjungbalai in the academic year 2020/2021. The total population was 93 students and researchers took 30 students for the experimental class and 30 students for the control class which meant 60 students as a total sample. In collecting data, researchers used orrally tests by speaking about the plot of the cartoon as instruments. Tests were pre-tests given before treatment and post tests given after treatment. Then, the data obtained were analyzed using t-test ar SPSS 16 with a significance level of 5% (0.05). Furthermore, the researcher found that the post –test mean score in the experimental class was higher than the control class (6.484 > 1.688). At a significant level of 5% (95% confidence level) which shows the score 18,976. The t-test result also showed that  $t_0$  (6.484) was higher than t table as a significance level of 5% (1.688). Therefore, the results of  $t_0 > t$  table result that  $H_0$  (null hypothesis) was rejected and  $H_a$  (alternative hypotheiss) was accepted. The calculation of the effect size was 1.68 which was within the range of effect criteria including the strong effect. Thus, the use of the cartoon movie has a significant effect on students' speaking ability in the seventh grade students of SMP Negeri 5 Tanjungbalai in academic year 2020/2021.

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### INTRODUCTION

Speaking is a productive skill apart from writing which is taught at school in Indonesia. Productive English skills such as writing and speaking present similar difficulties for English learners because when the learners acquire their speaking skills they should have an interactive with others, in speaking there must be a sender and a receiver (Zhang, 2013). Speaking is the most scared thing faced by the students because they are shy when they want to speak they just have a few vocabularies. Speaking skill do needs much practice, frustration commonly voiced by learner is that they have spent years studying English but still cannot speak it. Usually the students' problem in learning speaking comes from the difficulties in speaking activity that faced by students. It was supported by Thornbury (2005: 39) stated that the difficulties that student speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge, factor the students do not know the aspects of knowledge in speaking such as grammar, pronunciation and vocabulary. Besides that, in the skill factor the students are lack of confidence which might inhibit fluency.

The reality is the researcher look the score of the first grade student of SMP 5 is not so good. Based on the explanations above, the researcher conducts a pre-experimental study at the seventh grade students of SMP Negeri 5 Tanjungbalai. The researcher believed that cartoon movie could make the process of teaching and learning in the classroom more enjoyable and interesting. Based on the explanation above thats' why she choose the title the use of the improve the students speaking ability in retell story cartoon of "finding Nemo" to the seventh grade students of SMP Negeri 5 Tanjungbalai in academic year 2020/2021.

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This research is expected to provide the teachers with the information about digital system, so that the teachers can help their students when they face some problems in mastering speaking ability. The researcher also hopes that English teachers can use the result of the research as a feedback on teaching speaking so that the objectives of the English teaching program especially the objective of speaking ability can be achieved. By conducting the research, the researcher hopes that the students can increase their speaking ability. The researcher also hopes that they can get some knowledge of problem.

In this research the researcher used a quantitative research in the form of experimental design research. The research used the experimental design because it would investigated the effect of using the movie towards students speaking skill at junior high school first grade students. An experimental design was the general plan for carrying out study with an active independent variable. The population of this research were all of students first grade of SMPN 5 Tanjungbalai, which total number of population were 93 students, which consist of 3 classes. The statistical formula for counting the reliability is variant formula as follows:

$$r = 1 - \frac{6(\sum D^2)}{N(N^2 - 1)}$$

Arikunto (p.219)

Note:

r= reliability

D = the differences of rank correlation

N= number of student

The criteria of reliability test:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low

In this research, the researcher used reliability of pre-test and post-test from first grade of SMPN 5 Tanjungbalai.

The samples of this research are two classes. One classes as the experimental class, whose the students will teach by using cartoon movie and another class as control class, whose the students will teach by using picture. In this research, the researcher used a test for testing to know students' speaking ability. The test will be given in the form oral test, the teacher asks all of the students from each group to come forward and make dialogue based on situation and the theme of the test is based on the syllabus that will be learnt by the students.

pre-test instrument

Instruction:

- a. make a couple with friends
- b. make dialogue with friends based on the picture you see
- c. perform you dialogue in front of the class

post-test instrument

Instruction:

- a. make a couple with friends
- b. make dialogue with friends based on the cartoon that you watch
- c. perform you dialogue in front of the class

After the researcher get the score from pre-test and post-test, the researcher will look for some significant differences of students' speaking ability before treatment and after treatments.

To collect the data, the researcher used the following technique:

#### **pre – test**

A pre-test provides a measure on some attributes or characteristics that you asses for participants in an experiment before they receive a treatment. Pre-test used to know the students' speaking ability before the treatment will give.

#### **post test**

Creswell, Ibid, (2008: 297) states is a measure on some attribute or characteristic that is assess for participants in an experiment after a treatment. The post-test is administered after giving the pre-test and the treatments to know the students’ speaking ability in making transactional dialogue in a group. To analyze the data, the researcher uses parametric statistics, t-test. In parametric statistic, there are assumptions which must be fulfilled, they are normality and homogeneity test. There is a formula by using means as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where

$M_x$  = mean of experimental group

$M_y$  = mean of control group

$\sum x^2$  = the deviation score of experimental group

$\sum y^2$  = the deviation score of control group

$N_y$  = the total sample of control group

$N_x$  = the total sample of experimental group

**DISCUSSION**

This test uses the SPSS 16.00 program, namely the independent sample T-test analysis technique. Hypothesis testing was carried out to find out whether there was a significant average difference between the posttest results of the two samples of this study. The criteria for testing the hypothesis are as follows:

If significant > 0.05 then H0 is accepted.

If significant < 0.05 then H0 is rejected

**Table 4.1  
T-Test**

		Levene’s test for equality of variances	t-test for equality of means							
		f	Sig.	t	Df	Sig. (2-tailed)	Mean difference	Std. Error difference	lower	upper
Experiment_control	Equal variances assumed	.016	.900	6.484	58	.000	14.500	2.236	10.024	18.976
	Equal variances not assumed			6.484	57.693	.000	14.500	2.236	10.024	18.976

The table above shows that based on the t-test calculation as attached. Get the t-observe Posttest value is 6.484. When compared with the table at the 95% confidence level which shows the number 18,976, then 72 it can be

seen that the results of the t-observe Post-test are greater than the t-table, namely (t-observe)  $6.484 > 0.05$  (t-table) 1.688. Based on the test criteria that have been determined, namely:

T count  $<$  t table, then  $H_0$  is rejected and  $H_a$  is accepted, it can be stated that there is a difference between the average value of the experimental class student learning outcomes and the control class average score. Based on the results of the t test above, it can be interpreted that in the experimental class there is a significant difference between the t count in the experimental class. These results also show that students who learn English speaking using cartoon movies have better learning outcomes than students who do not use cartoon movies.

Student learning outcomes in English speaking subjects between students who are taught by cartoon movie and those who do not use cartoon movie.

The score of students in the experimental class got an average pre-test score of 48.00 which showed the students' ability. Then after being treated using cartoon movie, the average post-test score became 72.83. After being given learning treatment using cartoon movie, there was an increase in the average value of learning outcomes as much as 24.83. Meanwhile, students in the control class got an average pre-test score of 36.83 which showed the students' initial abilities. Then after the learning process was carried out by not using cartoon movies, the average post-test score became 58.33. In the control class there is only an increase of 21.5 only. The post-test average value in the experimental class was 72.83 while the post-test average value in the control class was 58.33. The difference between the average post-test scores in the experimental class and the control class is 14.5.

#### The Effect of Cartoon Movies on Learning Outcomes

The results of the calculation of the hypothesis test using the t-test on the post-test data, the obtained toobserve is 6.484. At a significant level of 5% (95% confidence level) which shows the score 18,976, it can be seen that the results of the toobserve Posttesthigher than ttable, namely (t observe )  $6.484 > 0.05$  (t table) 1.688. Based on the predetermined test criteria, namely: Tobserve $<$  ttable,  $H_0$  is rejected and  $H_a$  is accepted, it can be stated that there is a difference between the average value of the experimental class student learning outcomes and the control class average score. Overall, based on the description above, it can be concluded that there is a positive effect on the use of cartoon movies on student learning English speaking. This outcomes of speaking English learning in the experimental class to be better than the control class.

## CONCLUSION

Based on the finding and discussion obtained in this research, the researcher concluded that watching cartoon movie was effective in students' speaking skill. This is indicated by data analysis that  $t_0$  is higher than t table at 5% significance level ( $6.484 > 1.688$ ). in addition, it can also be seen from the comparison between the mean scores obtained in the experimental class that is 72.83 while in the control class the average score obtained was only 58.33. Therefore,  $H_a$  (alternative hypothesis) is accepted which means there is a significant effect of cartoon movie on students speaking skill. In addition, it was found that the effect of using a cartoon movie on students' speaking abilities was strong. It can be concluded that the research question has been answered and proven the application has succeeded iin improving the speaking ability of students in first grade SMP Negeri 5 Tanjungbalai. It was also found that cartoon movie usage application can be a center for language teacher techniques in learning English because of intense and meaningful language practice. In this study, students also do a lot of unconscious speaking skills in class because they think they are watching a film in a class. It shows that the students are easy to actively participate in learning that had made them used language and therefore learn it.

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