



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN**

PUSAT BAHASA

Jl. Soekarno Hatta No. 52 Telp/Fax. (031) 3092325 Bangkalan
e-mail: admin@stkippgri-bkl.ac.id website: www.stkippgri-bkl.ac.id

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Nama : Arfiyan Ridwan, M.Pd

NIDN : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

Nama penulis : Moh. AriefWahyudi.,M.Pd

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THE EFFECTS OF SHORT CARTOON MOVIES ON STUDENTS' SPEAKING ABILITY AT THE SECOND GRADE STUDENTS OF SMPNI KAMAL Mohammad AriefWahyudi MatHeri STKIP PGRI Bangkalan arwah74@stkippgri-bkl.ac.id Abstract Speaking is one of the language skills that should be thought besides the other skill. There is several text that should be mastered in speaking ability, one of them descriptive text.

Descriptive is a text which is describe something, someone, place, and etc. in learning descriptive text students may have difficulties; students may confused to speak, although they know topic. Therefore, in this study researcher will try to apply Short cartoon movies to help students speaking descriptive text.

The object of the study is find Short cartoon movies is effective in speaking of descriptive text. The sample of this research the Eight Grade of SMPN 1 Kamal those are VIII-A class as the experimental class, and the VIII-B as control class each consisted of 36 students. The method in this research was a quantitative method.

In addition, the design used was quasi- experimental study, and the instrument of this research was a spoken test. The significant was shown by the students post test mean in experimental class which treated by short cartoon movies was greater post test mean in control class which was not treated by short cartoon movies. The result of the statistical hypothesis test found from p-value was 0.000.

it is smaller than the level significant 0.05. if p- value < from the level significant 0.05. It means that H_a was accepted and H_o was rejected. It proved that the application Short cartoon movies are effective towards the students in speaking descriptive text.

Keywords: Short cartoon movies, speaking, descriptive text.

Abstraks Berbicara adalah salah satu keterampilan berbahasa yang harus dipikirkan selain keterampilan lain. Ada beberapa teks yang harus dikuasai dalam kemampuan berbicara, salah satunya adalah teks deskriptif. Deskriptif adalah teks yang menggambarkan sesuatu, seseorang, tempat, dan lain-lain. Dalam belajar teks deskriptif siswa mungkin mengalami kesulitan; siswa mungkin bingung untuk berbicara, meskipun mereka tahu topiknya.

Oleh karena itu, dalam penelitian ini peneliti akan mencoba menerapkan film kartun pendek untuk membantu siswa berbicara teks deskriptif. Objek penelitian ini menemukan film kartun pendek efektif dalam berbicara tentang teks deskriptif. Objek penelitian ini menggunakan film kartun pendek efektif dalam berbicara tentang teks deskriptif.

Sampel penelitian ini adalah kelas Delapan di SMPN 1 Kamal yaitu kelas VIII-A sebagai kelas eksperimen, dan kelas VIII-B sebagai kelas kontrol masing-masing terdiri dari 36 siswa. Metode dalam penelitian ini adalah metode kuantitatif. Selain itu, desain yang digunakan adalah penelitian kuasi eksperimental, dan instrumen penelitian ini adalah tes lisan.

Yang signifikan ditunjukkan oleh siswa pasca tes rata-rata di kelas eksperimen yang diperlakukan oleh film kartun pendek lebih berarti post-test di kelas kontrol yang tidak diperlakukan oleh film kartun pendek. Hasil uji hipotesis statistik ditemukan dari p-value adalah 0,000. itu lebih kecil dari tingkat 0,05 yang signifikan. jika p-value < dari taraf signifikan 0,05. Itu berarti H_a diterima dan H_o ditolak.

Ini membuktikan bahwa aplikasi film kartun pendek efektif terhadap siswa dalam berbicara teks deskriptif
Keywords: Film pendek kartun, berbicara, diskriptif
INTRODUCTION Technology is the most significant aspect in era globalization especially on the learning process. According to Samsudin, (2013) the advancement of technology now days have impact the ways of education that approach globally.

In this case technology can applied in the learning process as media for student's easier, understanding in the learning. The goal of teaching and learning speaking process is to produce and comprehend language that utterance by persons. Some people think that a successful of English learner is a person who can speak English fluently. It means that speaking is one of significant skill of English.

Therefore, as students must know the ways of speaking easily. Teaching speaking by innovation manner is the most important of English learning that must apply to students

by educator. The most important indicator of oral language proficiency is for comprehension of speaking in the language.

According to Nunan, (2016) Explain that teaching speaking can help students communicating to raise general learners' motivation and make the English language classroom a fun and dynamic. To make students spirit and interest, the learning will deal with new innovation that can apply in the class. There are several ways that provided the English learners to study of improving speaking skill such as: vocabulary, and pronunciation.

This is a way as Encouragement students easier to comprehension the main part in learning process speaking by using short cartoon movies. A cartoon movie is one of media that can be used to interpret the learning process which include two elements namely audio and visual. The goal of cartoon movies are able to increase students speaking ability in learning process so the students get much more attractive and interesting when they are watching the movie because of the visual nature of the medium is so interest for them.

According to Fata et al (2016), cartoon movies are much more attractive, interesting, and impressive than common material printed in books or audible material in tape, Because of the visual nature and immediacy of the medium. According to Yassaei (2012), Short Cartoon Movies in speaking the students can increase their vocabulary and pronunciation also can help students become more interesting in the classroom to motivate their desire in teaching learning process.

In this case to motivate the students in learning language by implement cartoon movies can improve vocabulary and pronunciation, so that why the students apply cartoon movie can motivate to speaking skill because this media more interesting than others until they get many aspects from it, for example new vocabularies. The advantages of cartoon movies in the classrooms are: 1.

Cartoon movie brings native speakers as model for students to get appropriate pronunciation, intonation and register, 2. Cartoon movies can raise an interest in learning English and make the students excited in understanding people interaction.3. Cartoon movie can increase the students' understanding much better than just listening to the audio, 4.

Through cartoon movie, students will be more active in classroom activities because cartoon movie is related to their life interaction (That can be discussed with their friends the related real life situation and situation from cartoon movie), 5. Cartoon movie is very

good in describing a process, if necessary by using a slow motion, and finally, 6.

Each students can learn something from the cartoon movie, from the clever one or less intelligent. Based on the background of study, the researcher formulate the statement of the problem is" Do the students taught by short cartoon movies have better Speaking than those taught without short cartoon movies ?.

Based on the problem formulation above, the objective of the research is to investigate effects of the short cartoon movies on student's speaking ability at the Eight Grade Students of SMPN I KAMAL 2017- 2018? In this research, the researcher expects that the result of the study contributes to the readers for references, sources, knowledge, information and others.

Afterwards this study can applied in the class to teach the students on speaking ability by using short cartoon movies as media to help them to increase their speaking of the descriptive text and make them interest and motivate in the teaching-learning process, and it can re-experiment in others case by another researcher. **REVIEW OF RELATED LITERATURE** 1 Definition of Speaking In English, there are four basic skills in teaching learning processof junior high school, senior high school and University. They are listening, writing, reading and speaking. Speaking **is the most difficult skill to** be learnt among the four skills.

To support this opinion, Prayogi, (2013) States **that Speaking is the most difficult skill** for the second language learners to master especially when they were conversing and doing monologue. Many different definitions about Speaking are given by experts from many sources. **Speaking is defined operationally in this study as the secondary** stages of students' **ability to express orally, coherently fluently and appropriate in giving meaningful context for both transactional and interactional with purpose using correct pronunciation, grammar and vocabulary** to analyze **the pragmatic and discourse** of the Spoken language. Yule, B.

(2016) states that in speaking well, we need to know what we are talking about Speaker, Subject matter, listener, and the forms of language are elements of the Speaking skill. All those elements must be handled together in the act of speaking. According to (Meyers, 2015) **says that Speaking is a** tool communication that involves activities such as that speaker expresses his or her opinions, feelings, or ideas. **Speaking is the process of building and sharing meaning through the use verbal and nonverbal symbols, in a variety of contexts.**

Speaking **is also an action** and a process to explore some ideas in our mind and

organizing our idea, reshaping and then revising them. On the other sides, Urquhart and McIver (2005) state that speaking is a process about expressing and deliver our feeling or ideas directly. Teachers want their students to express their knowledge as thoughtfully and clearly as they can.

Teachers also have to make time for their students to engage in the Speaking process to get a pleasant result. Type of speaking activity There are several different five styles of speaking skill such as: 1. Monologue is a loud speech which involves one student to express thought aloud without needing another student.

Therefore, it is like long one side conversational without feedback, 2. Dialogue is conversational exchange between two or more students to speak about certain topic. Hence, it can create feedback and interaction in asking and answering the question, 3. Presentation is activity of showing and explaining about the content of the topic to other students from points of topic which have been prepared trough visual media.

Hence, many can create comprehension easily to other students, 4. Public speaking is act of communicating information toward a lot of students directly to inform and influence the students. Hence, it is done by single students to a lot of students, 5.

Discussion: The act of talking about something with another person or a group of people: a conversation about something so they will discuss a topic (Harmer, 2010). The component of speaking . Generally, there are at least five components of speaking skills such as: Pronunciation Pronunciation is the way to producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or capability in order that the students produce or communicate is clearer language when they speak. It deals with phonological process that refers to component of a grammar.

Vocabulary Vocabulary is all about words in a language or a special set of words that you are trying to learn, so the students cannot effectively communicate to express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary is very significant for us, it means that to appropriate diction which is use in communication.

Fluency Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners sign of fluency include of reasonably fast speed of speaking and only a small number of pauses and "ums or "crs". These sign indicates that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Comprehension Comprehension is as process of simultaneously extracting and constructing meaning through interaction and involvement with written language and also refers understanding person's to communication certainly requires a subject to response, to speech as well as to initiate it. Grammar The whole system and structure of a language or of language in general, usually take as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics. It is need for students to arrange a correct sentence in conversation.

The utility of grammar is also to learn correct way to gain expertise in a language in oral written form. From those components of speaking, it can be conclude that in speaking students should pay attention of five elements such as pronunciation, vocabulary, fluency, comprehension and grammar. Descriptive text Descriptive text is a text which says what a person or thing is like.

Its purpose is to describe and reveal a particular person, place, or thing. Generic Structure: Identification; identifying the phenomenon to be described. Description; describing the phenomenon in parts, qualities, or/and Characteristics Language feature; The use attributive and identifying process, the use adjective and classifiers in normal group, the use simple present tense. Definition of Short Cartoon movies Cartoon movie is defined as films.

Horby(2016) states that movies are forms of entertainment those stories by sound and sequences of images giving the illusion of continuous movement. Generally, people know cartoon movie only as entertainment which are watched trough some devices such as television, computer, portable computer, dvd/ vcd etc. In this case, cartoon movie is media which use as projector so that motion pictures can be shown on screen where it combines two part of body such as eyes and ears.

Moreover, cartoon movies are consider as an audio –visual media which combines sound and image in one unit. The implementation of Short Cartoon Movies in speaking skill Cartoon Movies is one of the instructional media in the teaching and learning process to attract the students' attention and deliver information and short cartoon movies also good media in the teaching speaking skill.

Teachers can use this media to develop certainty activity in teaching and learning process. First, teacher has to explain about Descriptive text to the learners as such as definition, language style, vocabularies and pronunciation. Students can construct their knowledge during learning asking for and giving help easily by using media issued by (Kirkgoz, 2011, p 24).

One of the media is Short cartoon movies can help to explain complicated **in teaching and learning process**. By combining text, pictures, sound and video in teaching Descriptive text for helping student's speaking are easier gain the ideas and information. The students can see the concrete sample from what will displayed in the video, for instance a specific place, person or thing.

RESEARCH METHOD Research Design In this research, the researcher used quasi experimental research design. The appropriate one to be used quasi experimental design on **experimental group and control group** design to know the effective of Short cartoon movies o speaking ability. Quasi experimental design one of part quantitative research design most closely associated with action or applied research.

In education setting, the sample of quasi experimental without randomly and assign to different classes are **experimental group and control group** (Latief, 2016). In addition, according to Cresswell (2014), the quasi experimental design have three forms, they are single –group interruptedtime series design, **nonequivalent control group design**, and control group interrupted time-series design.

The design that used in this research is quasi-experimental design and will use nonequivalent control group design model. Prior to treatment, both **the experimental group and the** control were given pretest, with a view to knowing the condition of the group before treatment, and after treatment.

The experimental **and the control group** are given a posttest to determine the condition of the group after treatment Population and Sample The population as an aggregate or totally of all the of objects, the population is not just people, but also objects and natural objects to another (Polite& beck, 2003, p.50) The population is not members that exist the object and subject being studied, but include all the characteristics or properties owned by the object or subject.

Population **in this study is** VIII Grade junior high school at SMPN 1 Kamal consists of VIII/A- VIII/I totaling 326 students Research Instrument Validity Validity is to show how far a measuring is able to measure **what you want to** measure (Siregar, 2013, p.46). **There are many different types of validity, including** face validity, construct validity, criterion validity, and content validity.

In this research, the researcher used content validity. **Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study.** In the content validity, the coverage of the task becomes the evidence. The result of

validation found that the instrument of the test is good.

It is proved by the score of the instrument that is given by validator. The instrument was good because of appropriate material with syllabus, clarity test that given to the students of speaking, creativeness in selecting text for students understanding of the language Reliability According to Siregar(2013:226) Reliability of the result of language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examines. In this research, the researcher used test-retest reliability.

It refers to measuring instrument research that is reliability is tested by doing by measuring instruments several times to the respondent, respondent in this study is VIII/D classin SMPN 1 KAMAL, which consists of 32 students. Therefore, in this case, the measuring instrument and respondent are same, but it will be given at the different time.

Reliability is measured by the correlation coefficient between the experiment and the second. The students' score from the first and second score in this case afterward used in statistical coefficient to analyze the reliability using SPSS Statistics. Data Analysis Technique After collecting data through pre-test and post-test, the researcher analyzes the data of students' speaking skill.

In analyzed the data; the researcher used ANCOVA formula to find out whether there are significant differences about students' speaking before and after using Short cartoon movies as media. Afterward, the researcher used statistical calculation of ANCOVA (analysis of Covariance) for analysis the data which helped SPSS (Statistical package for the Social Science) for windows 23 program.

Quasi- Experimental Research Design, it was compared two different intact groups and analyzed of Covariance (ANCOVA) applied to compare the post-test scores of two groups if two groups very significantly before the treatment (Latif, 2016, p.55). RESULT AND DISCUSSION The Result of Pre-test, Treatment, and Post-test of Experimental Group Pre-test The students' pre-test score is presented as follows: Descriptive Statistics

	_N	_Sum	_Mean	_Std. Deviation	_Statistic	_Statistic	_Statistic	_Std. Error	_Statistic
_Pretest	_36	_2204	_61.22	_1.067	_6.401	_Posttest	_36	_2576	_71.56
									_761
									_4.563
									_36

Base on the table 4.1 above, the result of the students' score is low.

The researcher knows the total number of pre-test score was 2204 and the mean is 61.22 for the total numbers 36 students. Whereas, the score of standard deviation was 6.401 and the score of standard error mean was 1.067. Treatments The first stage,

researcher gives material of speaking at 20th March, 2018.

After that, researcher gave the material about descriptive text start from definition, generic structure like as identification, event and description. Then, the researcher gave example to the students for describing. Afterward the researcher explained to students about descriptive text definition, generic structure, language features and grammar that must be mastery by using short cartoon movies as media. Moreover, the researcher had to introduced and explained about short cartoon movies as media.

What the advantages of short cartoon movies as media in this class. In order to students did not confuse of the purpose. After students got a point of the researcher, the researcher gives assignment to the students to watch movies during at five minutes of descriptive text by using short cartoon movies. After that the students have to retell about the movies in front of class at least five sentences for each students.

Then, the researcher will discuss and also evaluation about students assignment in the next meeting. The researcher treats the second treatment on Thursday 25 of March 2018. In this section, the researcher gave the correction and reviews the previous meeting about identification and reminded the students about **generic structure of descriptive** text. Then, the researcher gave material again about descriptive text more be detail in order **the students more understand.**

The researcher does the treatment of the third stage at 28rdMarch, 2018. In this section, the researcher review about descriptive text by using short cartoon movies. The researcher gave explanation about descriptive text, generic structure and the grammar that used in descriptive text more detail. After the students got point about it, the researcher gave example of short cartoon movies.

Therefore, the students can analyze the content of cartoon movies and easy to comprehend the category of descriptive text. The researcher gave assignment to know their understandings of descriptive text such as language features and grammar that used in descriptive text **in order to get** the result of the fluency, comprehension, vocabulary grammar and pronunciation.

Post-test The students' post-test score **is presented as follows:**

	Descriptive Statistics	
_N	_Sum	_Mean
_Std. Deviation	_Statistic	_Statistic
_Statistic	_Std. Error	_Statistic
_Pretest	_36	_2204
_61.22	_1.067	_6.401
_Posttest	_36	_2576
_71.56	_761	_4.563
_	_	_
_	_	_

Based on the table 4.2 above, the result of the students' score was high. The researcher knows **the total number of** posttest score was 2576 and the mean was 7.56 for the total numbers 36.

Whereas, the score of standard deviation is 4.563 and the score of standard error mean were 761. The Result of Pre-test, Treatment, and **Post-test of Control Group** Pretest The students' pre-test score **is presented as follows:** Descriptive Statistics __ _N _Sum _Mean _Std. Deviation __ _Statistic _Statistic _Statistic _Std. Error _Statistic __ _Pretest _36 _1778 _49.39 _1.092 _6.552 __ _Posttest _36 _2268 _63.00 _1.062 _6.370 __ _36 _ _ _ _ _Based on the table 43 above, the result of the students' score is low.

The researcher knows **the total number of** pre-test score was 1778 and the mean was 49.39 for the total numbers 36 students. Whereas, the score of standard deviation was 6.552 and the score of standard error mean was 1.092. Post-test The students' post-test score **is presented as follows:** Descriptive Statistics __ _N _Sum _Mean _Std. Deviation __ _Statistic _Statistic _Statistic _Std.

Error _Statistic __ _Pretest _36 _1778 _49.39 _1.092 _6.552 __ _Posttest _36 _2268 _63.00 _1.062 _6.370 _ _ _ _ _Based on the table 4.4 above, the result of the students' score was not better. The researcher knows **the total number of** pretest score was 2268 and the mean was 67,36 for the total numbers 36. Whereas, the score of standard deviation 6.370 and the score of standard error mean was 1.062.

Hypothesis The result of ANCOVA is presented in the below: **Tests of Between-Subjects Effects** __ _Dependent Variable: Posttest __ _Source _Type **III Sum of Squares** _Df _Mean Square _F _Sig. __ _Corrected Model _1701.275a _2 _850.638 _33.251 _0.000 __ _Intercept _2118.629 _1 _2118.629 _82.817 _0.000 __ _Pretest _383.720 _1 _177.289 _6.930 _0.010 __ _Group _177.289 _1 _383.720 _15.000 _0.000 __ _Error _1765.169 _69 _25.582 _ _ _ _ _Total _329360.000 _72 _ _ _ _ _Corrected Total _3466.444 _71 _ _ _ _ _Base on the data analysis by using Analysis Covariance (ANCOVA) from SPSS 23 and the data result of ANCOVA test from p- value is 0.000.

It is smaller **than the level of** significant 0.05. If p-value < from **the level of significance** 0.05. It means that H_a is accepted and H_0 is rejected. **It can be concluded that** the students taught by Short cartoon movies have better in speaking ability of the Eighth Grade of SMPN 1 Kamal. Therefore, it shows that there is effect of Short cartoon movies on students' speaking **at the Eighth Grade** of SMPN 1 Kamal.

Discussion The researcher found that there were some factors that made the pretest score was low. Most **students did not have** the courage in trying to speak English. Because they have little vocabulary until the **students did not have** encouragement to learn speaks. Besides, they always fear wrong in utterance vocabulary because they felt have bad fluency and pronunciation.

The last reason is a lack of media used by the teacher till the students was not interested in learning process. The researcher found that teaching speaking by using short cartoon movies as media made students have interested and motivated in speaking of descriptive text. Most of the students had attracted in learning speaking of descriptive text, it happened because short cartoon movies as media showed the unique media which easy to comprehend. A Short cartoon movie is a media who's provided both audio and visual materials that helps students understand the language more easily.

The research result Fata (2016) explains short cartoon movies is a great educational media that the students can increased **their vocabulary and pronunciation** also can help students become interested in the classroom to motivate their desire in teaching learning process. Through this option the students are easier to their speaking. In addition, students are easier in their tasks.

The data showed that the students have higher scores in speaking of descriptive text. It happens because they felt easier to speak in English. Hence, materials become the alternative option to increase the student's motivation. It could be proved when the researcher was teaching speaking by using short cartoon movies as media, the students excited and enjoyed in following the teaching-learning process. The students also gave a positive feedback in using short cartoon movies media. They can speak English well.

It could be proved by a good result in doing their assignment. Furthermore, short cartoon movies media provides students with a challenging investigation in a learning experience. Materials that gave to the students a chance to gain the real information that made students happy and active in learning speaking of descriptive text.

It also could make students become more confident and excited to learn English more. It could be proved from all scores which showed teaching speaking by using short cartoon movies as media of learning had a significant score. **CONCLUSION AND SUGGESTION**
Conclusion The researcher concludes that Short cartoon movies were effective on students' speaking ability.

It can be seen **from the pre-test and post-test** score. The data showed the difference between **the control group and** experiment group. The mean pre-test score in the experimental group was 61.22, and post-test was 71.56. Whereas in the mean pre-test of **the control group was** 49.39, and the post-test was 63.00. The data analysis by using **Analysis of Covariance (ANCOVA)** test from SPSS 23, the result of ANCOVA test from p-value was 0.000.

It is lower than the level of significant 0.05. If $p\text{-value} < \text{the level of significance } 0.05$. It means that H_a was accepted and H_0 was rejected. It be concluded teaching using Short cartoon movies could affect the students speaking at the second grade of SMPN 1 Kamal. Suggestion Based on the conclusion above, the researcher has suggestion for the students, the teacher and other researcher, the suggestion are as follow: For the students should be more active in speaking ability, because it was the way to learned foreign language an explanation that was discuss it can be add new knowledgefor the teacher. To English teacher, this media can be as alternative teaching method to manage and control the class to be more effective. Besides, the teacher should make more variety to convey material and creative to teach the students in learning speaking process.

For the researcher, the short cartoon movies media can use for students to improve speaking ability. Other researcher can use this media on students junior high school levels in order to each the best outcomes in teaching and learning speaking ability. REFERENCES Aziz, Z. (2016). The use of Cartoon Films as Audio -Visual Aids. English Education Journal , 141-154 Creswell, J.W. (2014).

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