THE INFLUENCE OF USING CARTOON VIDEO ON THE

STUDENTS' SPEAKING ABILITY

(A Pre-Experimental Research at The Eleventh Grade of SMAN 6 Takalar)

A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial fulfillment of the
requirement for the Degree of Education in English Education
Department*

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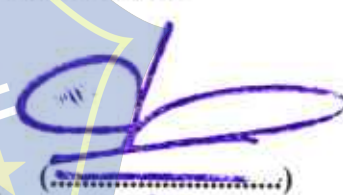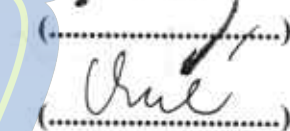
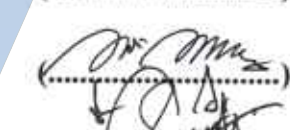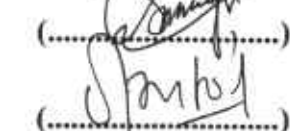**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2021

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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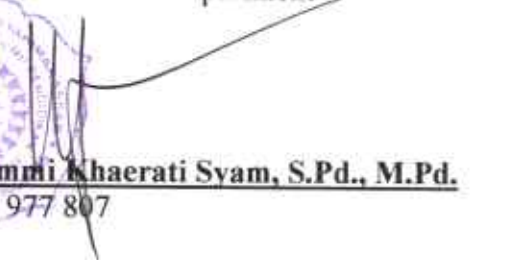
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Day / Date	Chapter	Note	Sign
25/5-2021		- Abstract Speaking accuracy and fluency in GS 70 - Explain finding in detail - Revise and using	u.
9/6 - 2021		- Revise abstract using template - Explain discussion	u
15/6 - 2021		See notes OK / ACC	u.

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Tuesday 3/8/2021	Ch I-V	- Add Missing	
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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain ataupun dibuatkan oleh siapa pun.

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Makassar,   2021

Yang membuat pernyataan

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This thesis entitled "The influence of Using Cartoon Video on The Students' Speaking Ability at UPT SMAN 6 Takalar in the Academic Year of 2020/2021" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Faculty Of Teacher Training And Education, Muhammadiyah University of Makassar.

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June 2021, Makassar

The Researcher

Hamida

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ABSTRACT

HAMIDA 2021. A thesis " The Influence of Using Cartoon Video On The Students' Speaking Ability (A Pre-Experimental Research Design at The Eleventh Grade of SMAN 6 Takalar) supervised by Nur Qalbi and Awalia Azis.

This study is aim to find out whether the use of Cartoon Video can improve students' ability at second grade of SMAN 6 Takalar. The samples of this study are 25 students' of class XI. MIPA 2. To collecting the data, the writer use Pre-Experimental design there are pre test, treatment and Post test. Before giving the treatment, the researcher give pre test.

After giving pre test and post test, the researcher analysis the data using SPSS to compute the sample of the test. The speaking aspects cover in this study are accuracy and fluency. The treatments were held in 8 meetings in which 8 x 45 minutes.

From the data analysis computed by using SPSS (*Statistical package for the social sciences*), this is indicated by the average value of the post test being greater than the average value of the pre test of accuracy (84.88%>76.56%) with an increase of 8.32%. In the fluency of speaking students' the average value of the post test was greater than the pre test (80.00%>69.68%) with an increase of 10.37%. Therefore, there was a significant influence of using cartoon video towards students' speaking ability at the second semester of eleventh grade of SMAN 6 Takalar in the academic year of 2020/2021. So, H1 (Alternative Hypothesis) is successful, and H0 (Hypothesis Zero) is wrong.

Keywords: Cartoon Video, Pre-Experimental, Speaking Ability.

ABSTRAK

HAMIDA 2021. Skripsi "Pengaruh Penggunaan Video Kartun Terhadap Kemampuan Berbicara Siswa (A Pre-Experimental Research Design Di Kelas XI SMAN 6 Takalar) dibimbing oleh Dr. Nur Qalbi dan Awalia Azis.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Video Kartun dapat meningkatkan kemampuan siswa kelas XI SMAN 6 Takalar Sampel penelitian ini adalah 25 siswa kelas XI MIPA 2. Untuk mengumpulkan data, Penulis menggunakan Pre-Experimental design yaitu membuat grup whatsapp, Pre test, treatment dan Post test.

Setelah diberikan pre test dan post test, peneliti menganalisis data menggunakan SPSS untuk menghitung sampel tes Aspek berbicara yang tercakup dalam penelitian ini adalah akurasi dan kelancaran. Perlakuan diadakan dalam 8 pertemuan dengan waktu 8 x 45 menit.

Dari analisis data yang dihitung dengan menggunakan SPSS (paket statistik untuk ilmu-ilmu sosial), hal ini ditunjukkan dengan nilai rata-rata nilai akurasi pre test yaitu (84.88%>76.56%) dengan peningkatan sebesar 8.32%. Pada kefasihan berbicara siswa nilai rata-rata post test (80.00%>69.68%) dengan peningkatan 10.37%. Oleh karena itu, ada pengaruh yang signifikan penggunaan video kartun terhadap kemampuan berbicara siswa semester dua kelas sebelas SMAN 6 Takalar di tahun akademik 2020/2021. Jadi, H1 (Hipotesis Alternatif) berhasil, dan H0 (Hipotesis Nol) salah.

Kata kunci: Video Kartun, Pra-Eksperimental, Kemampuan Berbicara.

CHAPTER I

INTRODUCTION

A. Background

People needs language to interact with each other as a communication instrument from another local area is impossible to live alone without the implementation of contributions from another local area. It implies language has a significant human role. So, it's very important to learn language. English is one of the important language of our lives, because English is an international language. It has different functions in various countries. Some countries use English as their first language, some use it as a second language and anothers use it as a foreign language.

There are four ability in English which the English students should dominate, one of which is talking. Communicating in English capasity is an individual's capacity to verbally offer their viewpoints to anybody. Nonetheless, many understudies' vibe it hard to master talking expertise, yet in case the understudies' consistently rehearse and do it with companions in the study hall, English educators or another instructors who can communicate in English, they can likewise assist the understudies' with fostering their talking ability. The aim for talking capacity is to smooth the discussion abilities, mastery of vocabulary, develop grammar, and correct pronunciation.

In any case, some of them are as yet unfit to separate the standard of subject, article and descriptive word pronoun. The vast majority of the

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understudies' actually experience issues in articulating some English words subsequently they regularly mispronounce.

According to Brown (2017:7) says, "Teaching is directing and fasilitating picking up, empowering the student to learn and setting the conditions for learning". Showing youthful students have a unique and diverse strategyThe teacher to be able to adapted to young learners characteristics and lead fascinating instructing and learning measure so the understudies won't get exhausted and lose their consideration in the class. In view of the perception, the educator would in general utilize less intelligent showing procedure and media. She normally clarified the material followed by giving errand for the understudies. This is done consistently as the outcome understudies less focus when educating and learning was going on.

Byrne (1997: 2) likewise specifies five educator's job in showing composing; as witness, conductor, as screen, chief, and guide. As the source, the instructor ought to be dynamic since the understudies' likely saying very little, aside from if the educator welcomes them to join. As the conductor and screen, the instructor's errand is to make and give task; allowing every understudies opportunity to practice and observing their exhibition. While as the chief and guide, the instructor should ensure that the understudies utilize the language to impart and give opportunity and arrangement to them.

Hakim (2005) the one of principle measures to unequivocal achievement or not somebody in taking in English can be seen from how far somebody's capacity in communicating in English. It implies that talking is the main ability in English since talking is one fruitful factor than the other expertise in language instructing, yet the truth has shown that numerous understudies much fizzled and have numerous issues in learning English particularly talking. There are a few issues face by the students in getting the hang of talking including the understudies feel hard to comprehend the talking subject, their Speaking is extremely challenging to be perceived by others, unconfident, reluctant to commit error and absence of vocabulary.

Furthermore, the teachers got difficulties to solve those problems. For instance, the teachers of English Subject at SMP Negeri 1 Sungguminasa have many problems in teaching English especially in speaking. Based on the preliminary research observation, the researcher occasionally found 3 problem are as follows:

First, the students are not confident to speak in front of the class and difficult to deliver their ideas. The cause is the students still poor of vocabulary. So, the students feel confused to express the ideas on their mind even not active enough on their speaking class. Second, the students,, pronunciation uncorrect. There are some students still difficult to read the text well. Third, the students feel bored to study English in the classroom. This method only emphasized the students to keep silent in the class and

giving the students task on module without explanation, as a result it was hard for the students to begin speak. Finally, the students cannot improve their ideas and imagination.

To solve those problems, the teacher needs to give a few media or techniques in educating and learning measure. In instructing and learning English particularly talking media and strategy play important role. The teacher should have the option to choose and utilize the successful and reasonable media or technique in the educating and learning measure. In schooling field there are a large number of media and techniques that can be use to help both educator and understudies' in the instructing and learning measure. One of media which propose is cartoon video. Using cartoon video in showing English is one of the most outstanding approach to upgrade example plans and give understudies' extra approaches to deal with subject data particularly to help showing talking, so the understudies fostered their speaking capacity.

B. Problem Statement

Based on the explanation above, the researcher formulas research question as following: does the use of cartoon video improve students' speaking skill at SMAN 6 Takalar.

C. Objective of the Research

Relating to the problem statement above, the researcher stated that objective of the study to find out whether cartoon video improve students' speaking skill or not.

D. Significance of the Research

In this research, there two kinds of significant of the research, theoretical benefit and practical benefit

1. Theoretical benefit

It may supported the theory that cartoon video can be applied to teach speaking ability.

2. Practical Benefit

Researcher is expected that the result of this research will contributed as follows:

a. For the teacher

   To give information for the English teacher about how to improve students' ability in speaking class activity through cartoon video.

b. For the students

   To give students' motivation that they can improve their speaking ability through cartoon video.

c. For the school

   This examination added to the school to work on the nature of the instructing in school specifically and English training.

E. Scope of the Research

In this research, the researcher focused on speaking in terms the students'accuracy (pronunciation) and fluency (smoothness) by using Cartoon Video toinfluence the students'speaking skill with using Asking and Giving Opinion topic specially at SMAN 6 Takalar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   **Previous of Related Findings**

In the area of teaching speaking, there have been a number of researchers conducted some researches. One of them conducted by Puspitaningrum (2018) who writes about *"The Influence of Using Animation Movie Towards Students' Speaking Ability at The First Semester of The eleventh Grade of MA AL Hikmah Bandar Lampung in The Academic Year of 2017/2018"*.Based on the result of the exploration that was finished by the specialist showed that there was impact of Animation Movie towards understudies'speakingabilityat the first semester of the eleventh grade of MA AL Hikmah Bandar Lampung. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H0) was rejected, and alternative hypothesis (Ha) was accepted, it means that the researcher assumption is true, that the Animation Movie can give a significant influence towards students' speaking ability.

Herwinda (2013) who writes about *"The Use of Cartoon Movie in Improving Students Speaking Ability in Using Expression of Asking For and Giving Help"* the aim of this research is to know whether or not cartoon movie can improve the ability in using expression of asking for and giving to the seventh grade students' of SMP Negeri 6 Pontianak in the academic year 2012/2013. It is a pre-experimental

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study where the form used is one group of pre test and post test design. The researcher concluded that there was an improvement of students' score in post test after applying cartoon movie as the media in teaching speaking in using expression of asking for and giving help.

Based on the previous research had been conducted well, which means the researchers have been successful in conducting the research. And looking at the previous study with this research there have been several differences and similarities in achieving the results of each study. And the similarity of this with the previous researcher is the using media to teaching speaking likeCartoon video or Movie in teaching procces and the other similarity is the researchers focus in students' speaking ability. And the differences between this research and the research that conducted by Puspitaningrumis she do the research at the First Semester of the eleventh Grade of MA and Herwinda do the research at the seventh grade students' of Junior High School, for the researcher do the research in Senior High School.

B. Concept of Speaking

1. Definition of Speaking

According to Florez, as quoted by Bailey and Nunan (2005), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is a skill, and as such needs to be develop and practice independently of the grammar curriculum. First, Speaking shows that the students' able to

use a language to express what to inform. Students' also expect the teachers to speak English with them and to model it how it uses to express meaning. Second, The teacher give opportunity for the students' to speak and to improve their speaking skill.

Speaking is a powerful way use in genuine collaboration correspondence. Brown (2001), speaking is an intelligent course of directing implying that includes delivering, getting, and preparing in data. Third, It implies that talking is the human exercises that utilizations to give and get the data. Other than talking is one of four exercises in English expertise which play a significant part in day to day existence, even as a primary capacity in correspondence among people.

According to Khushartanti (2005: 32) speaking is a set of voice uttered by one and understood by someone else. It means to deliver thought or opinion. Forth, It means that speaking is related to communication in human life. Speaking can be stated as the skill to use the language accurately to express meanings in order to get information and knowledge from others in the whole life situation.

2. Definition of Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Brunder and Jaulston (1976) who said that speaking

capacity is taken to be the destinations of language educating. It implies that speaking capacity plays the significant part in language educating and learning measure that ought to be dominated by the understudies other than dominating tuning in, perusing and composing.

Brown (2017), there are at least five components of speaking skill that should be mastered by students' to increase their speaking ability. The following five components are generally recognize in analysis of speech process. Comprehension, grammar, vocabulary, pronunciation, fluency.

Speaking is the capacity to deliver words in language practice. Speaking is a significant aptitude that understudies need to ace. It is on the grounds that in talking we can realize the understudies' capacity to create the objective language or English. Speaking is to communicate thought a boisterous utilizing the voice or talk. It implies that when somebody collaborates with other by utilizing a language as a mean, surely, they need to pass on something significant.

For instance, they need to absolute their inclination and thought. It is unequivocally inconceivable for somebody to make a correspondence with other without having any reason. As individuals convey, there must be speaker and conversationalist. Consequently, correspondence includes at any rate two individuals;

sender and beneficiary. They need correspondence to trade data, thoughts, conclusion, view or feeling.

C. MEDIA

1. Definition of Media

The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process. According to Arsyad (2017) states that media act as mediator that transmits information from resource to receiver. It is supported by Asyhar (2017), he states that the function of media as a strategy and assist equipment in teaching and learning process. It can be concluded that media is an equipment in teaching and learning process that used as mediator to transfer the information from sender to receiver.

2. Kinds of Media

Teaching media can be divided into three groups according to Arsyad (2017). They are:

1. Visual Media

   They can be used as newspapers. This will also captivate the minds of the senses. It can be composed of image, moving image or animation, and flashcard.

2. Audio Media

   To mean as feeling that the audiotape material message such as vocal string/recording device and film smaller circle can stimulate through feeling, concept, and students that happens in the process of teaching and learning.

3. Audio Visual Media

   In this analysis, the researcher used audio-visual media called film as the medium of interaction, since it can inspire the students to learn and pay attention to the material given.

   It can be inferred from the above statements that there are many kinds of media that can be used in the teaching and learning process including visual media, audio media, and audio visual media.

D. Aspects of Speaking

Brown (2001), describes speaking aspects into two categories; accuracy and fluency.

1. Accuracy

Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasize in control and guide speaking activities, where the teacher makes it clear from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the correct use of language but is also keen to encourage the students' attempts to use the language they have in order to communicate.

a. Accuracy (pronunciation)

According Mc Keenhiil in Syahbuddin (2008) pronunciation is the act of manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separate from intonation and stress are largely learnt successfully by imitating and repetition. Teacher should have a good standard of pronunciation in order that students' can imitate their teacher in teaching and learning process.

According to Thornbury (2017), pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Harmer (2017), provides more issues related to pronunciation. He suggest pitch, intonation, individual sounds and spelling and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2. Fluency

Fluency, on the other side, can be thought of as "the ability to keep going when speaking spontaneously." Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favorably on any strategies the students use to increase their fluency.

a. Fluency (smoothness)

It's a term used in speech pathology that means smoothness or flow in which sounds, syllables, words and phrases are joined together. While there are many types of fluency including language fluency, reading fluency, or fluency in reference to speaking a foreign language, speech fluency refers to the ability to speak smoothly and easly. Speech fluency disorders are conditions such as strammering or stuttering, cluttering or even mumbling.

In addition, Richards (1990) defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in their communicative competence. Fluency is develop by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrast with fluency practice, the focus of accuracy practice is on creating correct examples of language use.

As the other language skills namely; listening, writing and reading, speaking plays a definitely important role in acquiring English competence. This idea is supported by Brown (2001) who says, "Language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language". It means someone cannot be said mastering a language if

he/she cannot speak in that language. This term makes speaking as the most important language skill to be taught.

In addition, Ur (1996: 120) characterize a successful speaking activity are learners talk a lot, participation is even, motivation is high, and language is acceptable level. To reach successful speaking class, the teacher should apply appropriate technique and media.

Brown (2001: 263-270) mentions some principles which teachers must know before deciding technique in teaching speaking. Those principles are: cover the spectrum of learner needs, intrinsically motivating, encourage the use of authentic language in meaningful context, provide appropriate feedback and correction, capitalize on natural link between speaking and listening, and give students opportunity to initiate oral communication.

Besides teaching technique, media also plays great role in determining successful speaking class. The use of media gives valuable advantages in teaching and learning process. This statement is in line with Wittich and Schuller in Pratiwi (2010:17) who say "When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding and the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media. Media is classified into audio, visual, and audiovisual.

Audiovisual is categorize as one of the best media to teach speaking since the students not only can see it but also see it at the same time or in short term they see and listen at the same time. One of audio visual media that usually used in teaching and learning process is video. Canning-Wilson (2017:1) states that video is at best defined as the selection and sequence of messages in an audio-visual context.

Videos are divided into several kinds, and among the videos, cartoon video considered as the closest one to the children or in this case, young learners. It is very entertaining and enjoyable for young learners since it provides audio and visual materials through fun and attractive motion pictures. Cartoon video provides information to eyes and ears which enable students can see communication in action. It also provides good model of pronunciation, accuracy, fluency, and various vocabulary.

The researcher chose cartoon videos as teaching media in conducting this research because they are close with the students' life and the researcher get the cartoon video in youtube. Paulson (2013) states cartoon as form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Since cartoon videos are flexible teaching media, they can be combined with some attractive and challenging learning activities. Wittich and Schuller in Pratiwi (2010: 87) mention three advantages of cartoon: for motivation, as illustrations, and for pupil activity. While watching cartoon video, the students are not required to think hardly. It provides good illustration of

significant learning point and variety in presentation material. Cartoon is suitable illustration to explain concepts of literature and grammar. It can carry out the concept of grammar through the sound of its moving drawing.

Supporting the above advantages, Gebhardt (2004: 1) says that the activity of using video in a classroom provides the students with current, meaningful and relevant content, and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction. In brief, cartoon video as teaching media can be applied with various teaching techniques and activities.

E. Definition of Cartoon Media

According to Munadi, cartoon media is a form of graphic communication, which is an interpretive image that use symbols to convey a message quick and concise or something attitude towards a person, situation, or certain events. It has a huge ability to attract attention, influencing attitudes and behavior. Cartoons usually only captures the essence of the message to be conveyed and pour it into a simple drawing, without details with use symbols and characters that are easily recognizable and understood quickly. If the cartoon is well received, large messages can be presented briefly and the impression will be long lasting memory.

According to Anitah Cartoon is a depiction in the form of a painting or caricature of a person, idea or situation that designed to shape student opinions. The shape can single cartoon or series.

Cartoons as a tool have benefits important in teaching, especially in explaining the series of contents materials in a logical sequence or contain meaning. From the statement above, it can be concluded that cartoon media is media in the form of images or caricatures that have benefits in learning activities to explain the series of contents subject matter and contains meaning in an easy, interesting and quickly read by students.

According to Arif S. Sudiman et al suggested the advantages of cartoon image media are as follows:

1. Images are concrete.

2. Images can overcome the boundaries of space and time.

3. Images can overcome the limitations of our observations.

4. Pictures can clarify a problem, in any field and for any age level so as to prevent or correct the misunderstanding.

5. Cheap in price and easy to obtain and use without require special equipment.

F. Types of Cartoons

There are several types of cartoons, namely:

1. Cartoon Tags Is a cartoon image that is intended only as a funny picture or ridicule without intending to review an actual problem or event.

2. Editorial Cartoon Is a satire image column in newspapers that comment on news and issues that are currently being discussed on public. As a visual editorial, the cartoon

reflects policies and the political lines of the media that contain them, at the same time also reflects the communication culture of society at that time.

3. Cartoon Caricature is actually a hand-painted cartoon make changes to a person's face or shape. For example, the nose becomes big or the eyes are small and so on.

4. Animated Cartoon are cartoons that can move or live automatically visuals and sound. This cartoon consists of an array of images painted and recorded and then shown on television or film. This type of cartoon is an important part of the industry film at this time.

5. Comic Cartoon It is a combination of art and literature. Comic formed from a series of images which are all a series of stories in which each picture has a speech bubble as a narrative story with easily recognizable characters/characters.

G. Use of Cartoon Video as Learning Media

According to Supriyadi the use of cartoons as a medium learning has an important role because at this stage the participants students are very responsive to visual stimuli that are funny, interesting and practical. Cartoons are loved by all levels of society, especially group of children. Something good will leave a good impression good to us.

Therefore, if cartoon video is used with. Well, the learning and teaching process will be more interesting and effective for students.

The object of using cartoons video as teaching media is as follows:

1. Help stimulate and motivate students to continue to take part and interact in addition to giving fun

2. Encourage students to think creatively and critically. Ingredients cartoons can be used to move the power of observation and student thinking

3. Cartoons are a form of graphic communication that presented in an interesting and concise manner to convey message. Because of its unique nature, cartoons are able to strengthen the impression of human memory.

4. Cartoons also serve to educate students towards increased interest in the use of quality cartoons high in terms of painting, message, and presentation angle as well as language which it uses.

5. Cartoons can explain the meaning and describe the meaning fill in the content of the material being taught in an easier form and interesting.

H. Conceptual Framework


```
            ┌─────────────────────┐
            │  Teaching speaking  │
            └──────────┬──────────┘
                       │
            ┌──────────▼──────────┐
            │  Pre Experimental   │
            └──────────┬──────────┘
       ┌───────────────┼───────────────┐
       │               │               │
  ┌────▼────┐   ┌───────▼───────┐   ┌───▼──────┐
  │ Pre Test│   │  Treatment    │   │ Post Test│
  └─────────┘   │(using cartoon │   └──────────┘
               │    video)     │
               └───────────────┘

  ┌──────────┐                    ┌──────────┐
  │ Accuracy │                    │ Fluency  │
  └──────────┘                    └──────────┘

        ┌──────────────────────────┐
        │ Improving Speaking Ability│
        └──────────────────────────┘
```
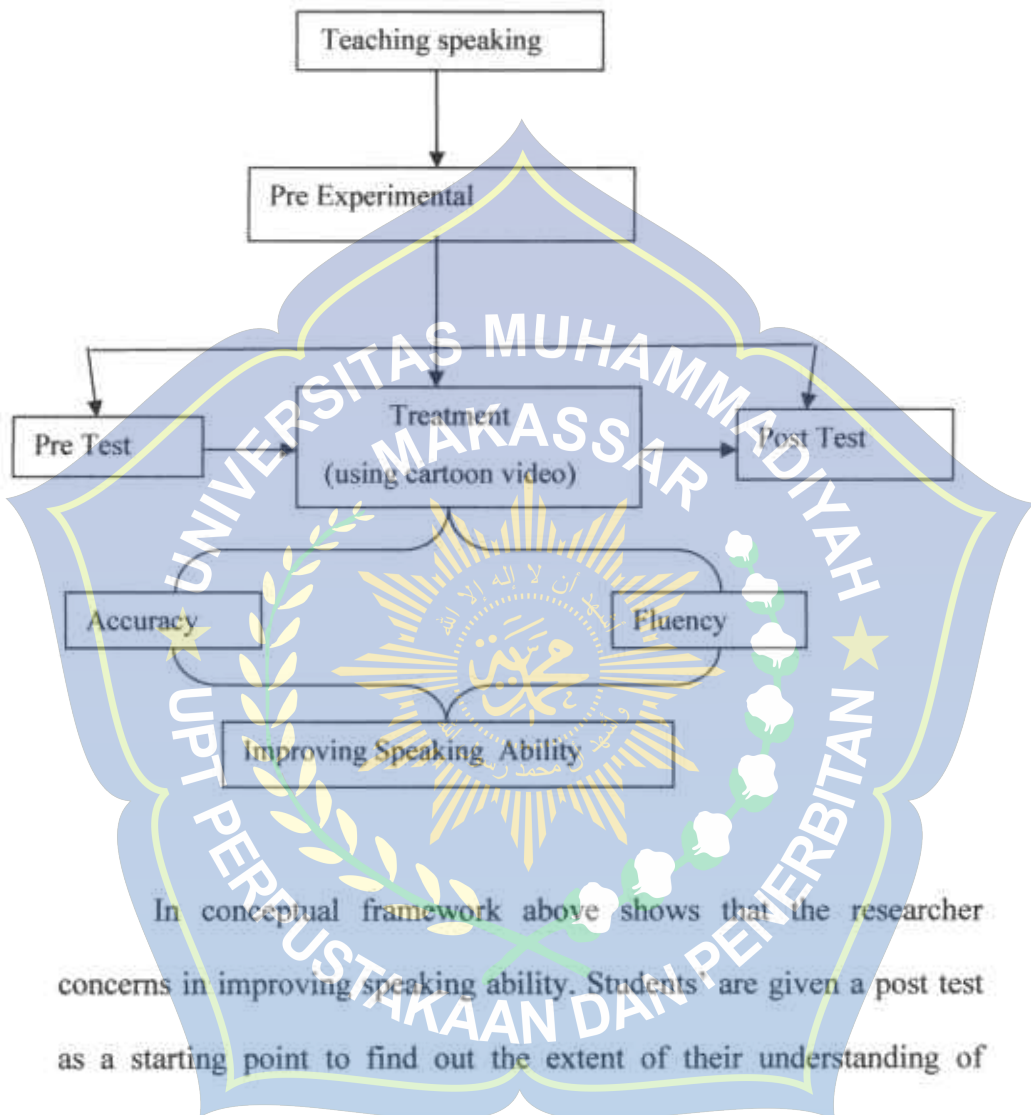
In conceptual framework above shows that the researcher concerns in improving speaking ability. Students' are given a post test as a starting point to find out the extent of their understanding of specifying learning. Then, they are given a treatment using a video cartoon in which it discusses about asking and giving opinion. Then, in the process, students' will be given assignments to improve their speaking ability through cartoon videos, especially in increasing the accuracy nd fluency of the students'. And the last, students' are given a post test as the final step for the researcher to see the students' abilities during the learning process.

I. Hyphothesis

1. Null hypothesis (H0) the use of cartoon video does not improve the students' speaking ability.

2. Alternative hypothesis (H1) the use of cartoon video improves the students' speaking ability.

CHAPTER III

METHOD

This chapter presents the research method, research design, research variable, research population and sample, research instrument, the technique of data analysis, and the procedure for collecting data.

A. Research Design

Based on the title the researcher used quantitative approach, in the form of pre-experimental design with pre-test and post-test design. It aims to know whether or not cartoon video can improve students' speaking skills in terms of accuracy and fluency. Furthermore, the comparison between the pre-test and post-test score will depend on the result of the treatment. The design is present in following table. The design could be represent as follow:

Table 3.1. *Pre-test and Post-test Design*

Pre-test	Treatment	Post-test
O_1	X	O_2

Where: Pre-test   = O_1

            Experimental Technique   = X

            Post-test   = O_2

Sugiyono, 2016:111

B.   Variable

There are two variables in this research, they are: independent variable and dependent variable.

1. Independent variable of the research is cartoon video in teaching speaking (X)

2. Dependent variable of the research is students' speaking ability (Y)

C.   Population and Sample

1. Population

Population were all individuals becomesthe subjects in the research or as objective to get and collect data. The populations of this research is the class XI of SMAN 6 Takalar. The population of this research consist of 252 students'.

Table 3.2 *Population at SMAN 6 Takalar*

Class	Number of Students
X	282
XI	252
XII	244
Total	778

Tata Usaha SMAN 6 Takalar, 2021

2. Sample

In this research, the researcher only took one class and in other hand the researcherhas choosen this class because of some criteria related to this research, one of them is because in this class there are

some students' less of pronounce the word and feel difficult to speak, that the students' from Senior high school and the class is focused on speaking skills. In classXI MIPA 1, there were 25 students as a sample in this research whose the students are taught by using cartoon video.

D. Research Instruments

The instruments in this exploration were a test to know students' speaking skill. The scientist give a pre-test to know the understudies' earlier's ability in talking, prior to giving a treatment. Furthermore, a post-test was given in the wake of executing the strategy in treatment the reason to know the understudies' current information and improvement of speaking capacity.

E. Data Collecting

The one important thing in this research collected the data with result of pre test and post test can determine the result of the research. Data collecting procedures use in this research were:

1. Pre – Test

Before the researcher gave a treatment, the researcher gave pre test to the students'. The aim of the pre test was intend to know the students' speaking ability. The procedures of pre test were followed:

a. The researcher make a group whatsapp with students'.

b. The researcher has explained to the students' how to do the test.

The researcher share a pre test to the students'.

2. Treatment

The treatment was given after the pre test in five met. The treatment in some steps or sessions are follow:

a. Pre-test

Before doing the treatment the students was given pre-test to know their prior's skill in speaking. The researcher asked the students to make a short sentence based on the 5 topics that have provided by the researcher and the students' are asked to choose by their own topic.

The treatment was given after the pre test in five met. The treatment in some steps or sessions were followed:

a. Pre-test

Before do the treatment the understudies was given pre-test to know their earlier's expertise in talking. The scientist requested that the understudies make a short sentence dependent on the 5 subjects that have given by the specialist and the understudies' are approached to pick by their own point.

2. The treatment has been given after the pre test in five met. The treatment in some steps or sessions were followed:

a. The first meeting

1. Created a whatsapp group

2. After studentsjoined to the group whatsapp, the researcher explainedthe purpose of this research through the Whatsapp teks.

3. Than, the reasearcher gave students pre test to know the extent to which students understanding the material to be studied.

b. The Second meeting

1. The researcher explained the material about Asking and Giving Opinion that has been learned during the research.

2. The researcher shared video cartoon to explained example of dialogue with topic how to asking and giving opinion.

3. During watching the video, students' weregave worksheet.

c. The third meeting

1. The researcher shared cartoon video on whatsapp group and explained the material about asking and giving opinion to the students'.

2. The students' has been given the opportunity to ask if they don't understading the material.

3. After watch the video, students' made dialogue with another theme and sent through voice note on group.

d. The fourth meeting

1. The researcher shared teks about example sentences of asking and giving opinion to the group.

2. The researcher gave students' multiple choice to know the students' understanding the material.

e. The fifth meeting

1. The researcher shared dialogue with cartoon video

2. Students read the dialogue and sent voice note to the group.

f. The sixth meeting

1. The researcher shared teks and explained to the students' how to made opinion teks.

2. The researcher has been given students' some theme or topics to made a teks.

3. Students' were made opinion teks and sent to the group.

g. The seventh meeting

1. The students repeat the dialogue that the research shared on cartoon video and students'sent voice note, to know the students' speaking ability.

3. Post Test

A Post – Test has been given after treatment, it same with pre test.It aim to see the value of the treatment whether or not the result of the post test were better than the pre test or to know the effectivness of the cartoon video to influenced the students' speaking skill.

F. Data analysis

1. In analyzing the data of the pre test and post test the researcher analyzed by using quantitative data in scoring the result of students' test that has been evaluate base on two aspects of speaking belowed:

a. Accuracy

Tabel 3.3. *scores and classification of pronunciation*

Classification	Score	Criteria
Excellent	5	Easy to understand and has a native speaker accent
Very Good	4	Easy to understand even with a certain accent
Good	3	There are pronunciation problems that make the listener have to concentrate fully and sometimes there are misunderstandings
Average	2	Difficult to understand because there are problems with pronunciation, often asked to repeat
Poor	1	Serious pronunciation problems that cannot be understood

Hanik: 2011

b. Fluency

Tabel 3.4. *Scores and classification of smoothness*

Classification	Score	Criteria
Excellent	5	Fluent like a native speaker
Very Good	4	Fluency seems slightly impaired by language problems
Good	3	Fluency is somewhat disturbed by language problems
Average	2	Often hesitates and stops due to language limitation
Poor	1	Speaks intermittent and pauses so conversation is not possible

Hanik: 2011

2. Calculating the collecting data from the students in answer the test, the researcher uses formula to get mean score of the students as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$ = Mean Score

$\sum X$ = Total Score

N = The Number of Students

Gay (2018:30)

3. To find out the percentages of students' improvement of speaking in terms of fluency (smoothness) and accuracy (pronunciation) is identifie by using the following formula :

$$P = \frac{X2 - X1}{X1} X 100\%$$

Where : P = Percentage

X1 = Average score of post-test

X2 = Average score of pre-test

Gay, 2016

4. After collecting the data, the students' scores will be classify by the researcher. In classifying the students' scores, the researcher use the following:

Table 3.5. *Speaking Score Classification*

Classification	Score
Excellent	91-100
Very Good	81- 90
Good	71 – 80
Average	61-70
Poor	51 – 60

Glass and Tuchman, 2005

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this part, the researcher described the result of data analysis based on the problem statement. In this research the researcher used pre test and post tets and used SPSS or Statistical Package for the Sciences Social to obtain more accurate and valid data.

1. The Improvement of Accuracy on the students' speaking ability

To find out the students' speaking skill by using media in the form of cartoon video, students' were given a test to determine the extent of their speaking skill especially in the aspect of speaking accuracy.

Table 4.1 Classification of Test (Pre-test and Post-test of Accuracy)

No.	Classification	Score	Content			
			Pre Test of Accuracy		Post Test of Accuracy	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	91-100	0	0 %	6	24 %
2.	Very Good	81- 90	4	16 %	10	40 %
3.	Good	71 – 80	17	68 %	9	36 %
4.	Average	61-70	4	16 %	0	0 %
5.	Poor	51 – 60	0	0 %	0	0 %
	Total		25	100 %	25	100 %

Table 4.1 shows that 4 students got the classification score (very good), 17 students got (Good), and 4 students got (Average) their scores increase after

being treated and given a post-test as the final test The use of cartoon video, 6 students are got classified (Excellent), 10 students got (Very Good), 9 students got (Good) and from these two tests (Pre-test and Post-test) there are no students who got a classification score (Poor).

Pre-test Accuracy

0%	16%	58%	16%	0%
Excellent	Very Good	Good	Average	Poor

Graphic 4.1 Improvement student's Speaking Ability in Pre-test

Post-test Accuracy

24%	40%	36%	0%	0%
Excellent	Very Good	Good	Average	Poor

Graphic 4.2 Improvement student's Speaking Ability in Post-test

Graphic 4.1 and graphic 4.2 it is also seen that the change in bar graphs was very good and shows that students of SMAN 6 Takalar Class XI MIPA 2 have improvements in speaking ability in term of using cartoon Video especially in speaking accuracy.

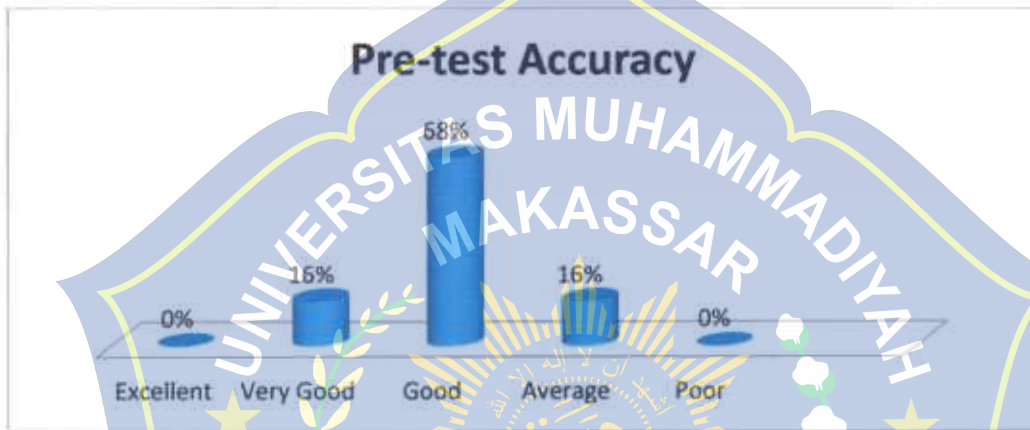## 2. The Improvement of Fluency on the students' speaking ability

To find out the students' speaking skill by using media in the form of cartoon video, students' were given a test to determine the extent of their speaking skill especially in the aspect of speaking fluency.

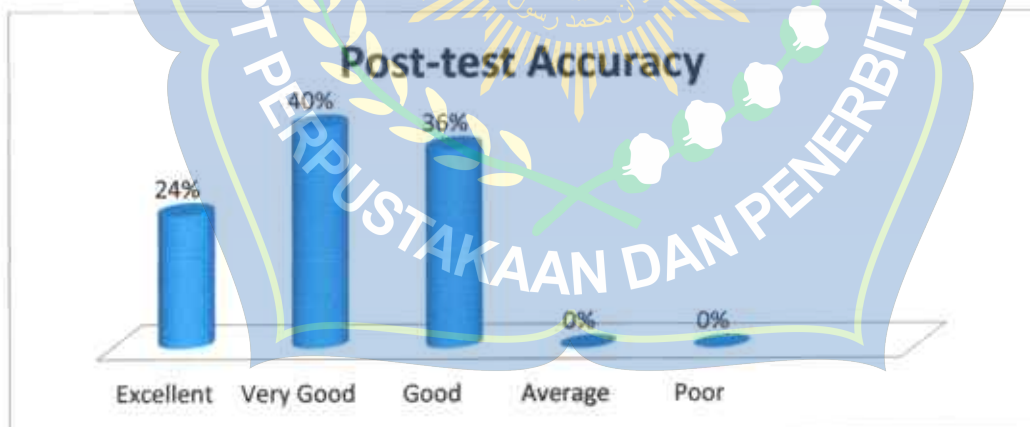**Table 4.2 Classification of test (Pre-test and Post-test of Fluency)**

No.	Classification	Score	Content			
			Pre Test of Fluency		Post Test of Fluency	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	91–100	0	0 %	0	0 %
2.	Very Good	81–90	3	12 %	10	40 %
3.	Good	71–80	6	24 %	15	60 %
4.	Average	61–70	13	52 %	0	0 %
5.	Poor	51–60	3	12 %	0	0 %
Total			25	100 %	25	100 %

Table 4.2 shows that 3 students got the classification score (very good), 6 students got (Good), and 13 students got (Average) and 3 students got (poor) their scores increase after being treated and given a post-test as the final test The use of cartoon video, 10 students are classified (very good), 15 students got (Good), and from these two tests (Pre-test and Post-test) there are 3 students who got a classification score (Poor).

Pre-test Fluency
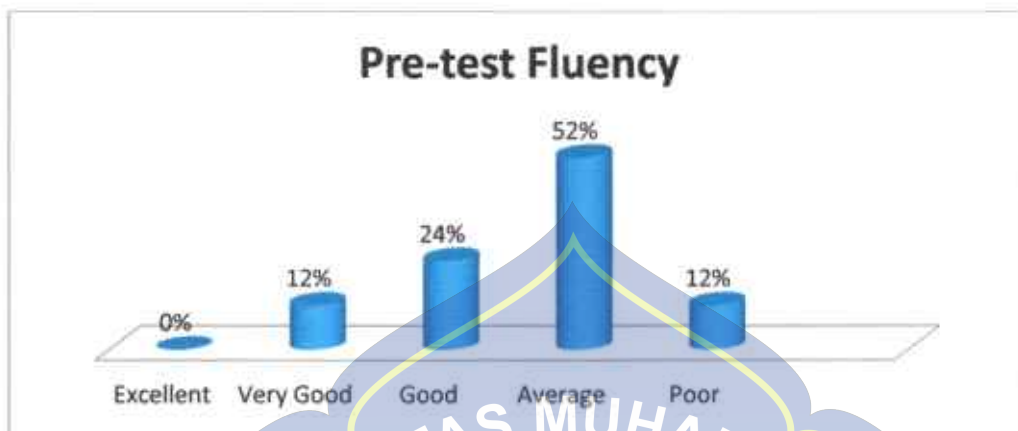
Graphic 4.3 Improvement student's Speaking Ability in Pre-test

Post-test Fluency
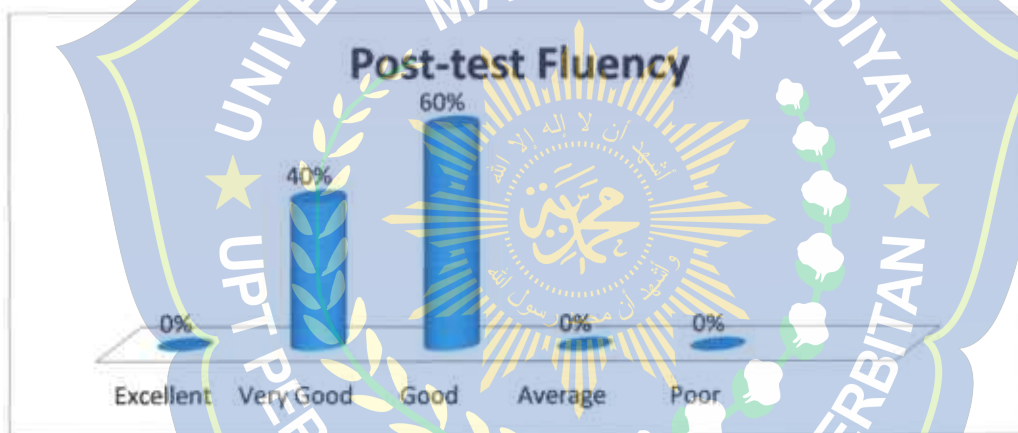
Graphic 4.4 Improvement student's Speaking Ability in Post-test

Graphic 4.3 and graphic 4.4 it is also seen that the change in bar graphs is very good and shows that students of MAN Class XI IPA 1 have improvements in speaking ability in terms of using cartoon video, especially in speaking fluency.

B. Discussion

This research was conducted at the Elevent grade students at SMAN 6 Takalar with the population were class XI. MIPA 2. The objectives of this research was to know the students' ability in speaking through cartoon video. The result of findings found that cartoon video most of the students'

gave positive response in teaching proccess because cartoon video help to improve students' speaking ability.

Based on the results of data analysis and research in the field, it was known that there was a significant effect after the use of cartoon video media on students' speaking skills in English subjects for students of class XI. MIPA 2 Takalar. This is indicated by the average value of the post test being greater than the average value of the pre test of accuracy. In the fluency of speaking students' the average value of the post test was greater than the pre test.

This is supported by the results of observations during the learning process, obtained some information including that in learning using cartoon videos students' have a great interest in listening to dialogue, as evidenced by the ability of students to pronounce words and sentences spoken directly by speakers in the video that has been shown share via whatsapp group. In addition, students' do not feel bored so they can motivate and involve themselves actively in the learning process.

1. **The Improvement of Accuracy on the students' speaking ability**

The results of this study especially in the aspect of students' accuracy, the researcher found that students' in class XI MIPA 2 of SMAN 6 Takalar had different abilities between students'. There are still some students' who are less precise in pronouncing every word, there are also those who are already good at pronouncing the words.

But this thing can be improved if students' continue to practice in pronunciation. One way to improve students' abilities in this aspect one of them is learning by using cartoon video, because that way the students' can hear and see how the author's pronunciation is correct.

2. **The Improvement of Fluency on the students' speaking ability**

In this aspect, there are also students' who when speaking or pronouncing sentences, there are still stamming or less in their fluency. Even so, there are still some students' who are also good at fluency especially in smoothness. If the students' want to improve their smoothness in speaking, they must often repeat each sentence before speaking.

From the learning results, the researchers found an increase in student scores. So, It can conclude that learning by using cartoon video is Effective in improving students' abilities in class XI MIPA 2 of SMAN 6 Takalar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first section deals with the conclusion of the research findings and the second section deals with the recommendation.

A. Conclusion

Based on the findings and discussion, it can be concluded that the use of cartoon video was effective to improve students' speaking ability in term of speaking accuracy and fluency, it can be seen from the findings that the post tets was higher than the pre test speaking accuracy and post test was higher than pre test on speaking fluency.

Also, from collecting the data by using SPSS, there were improvement from pre test to post test of the students' on the speaking Accuracy and the students' improvement from pre test to post test on the speaking Fluency. So, there was a significant difference. The use of cartoon video in improves students' speaking ability, especially in Accuracy and Fluency of students' in class XI MIPA 2 Takalar.

B. Suggestion

Based on the result of the research and the advantages of using Cartoon video in teaching speaking English to the eleventh grade of UPT SMAN 6 Taklar, the researcher would like to give some suggestion.

1. Suggestion for the Teacher

    a. Cartoon Video is a good media that can help the students to master students speaking ability, where the students can be stimulated to produce idea themselves improve their ability in speaking. So, cartoon video is a media to be used in teaching process especially in speaking.

    b. The teacher should not use monotonous media in teaching process. A teacher should choose appropriate media that can help the students to be more active in classroom.

2. Suggestion for the Students

    The students should study hard and do more practice in speaking English to improve their speaking ability. They were should be active and creative in learning activity.

3. Suggestion for the Other Researchers

    In this research the researcher used cartoon video to help students of Senior High School especially in speaking ability. The next researcher can conduct this media on different levels of students and others.

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APPENDIXS I

Research Instruments

Pre-test

Make a short dialogue video or Voice note with duration 3 until 5 minutes

about asking and giving Opinion, than send to group whatsapp.

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN

DARING

Sekolah : SMAN 6 Takalar	Kelas/Semester : XI/2	Pertemuan : 1 sampai 8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 8 X 45 menit	
Materi	: Asking and Giving Opinion	

A. KOMPETENSI INTI

KI-1 : Mengahayati dan mengamalkan ajaran agama yang dianutnya.

KI-2 : Manghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-rotong, kerja sama, toleran, damai), bertanggung jawab, responsife, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkuangan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional

KI 3 : Memahami, menerapkan, dan menganisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, sebi, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuia dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator
1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat dan meminta pendapat.	1.1.1 Mengidentifikasikan kalimat-kalimat yang berkaitan dengan menyampaikan dan meminta pendapat. 1.1.2 Mengidentifikasi persaman dan perbedaan fungsi social, struktur teks dan unsur kebahasan kalimat menyampaikan dan meminta pendapat. 1.1.3 Memahami unsur kebahasaan dari kalimat menyampaikan dan meminta pendapat dalam member.
2.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat dan meminta pendapat.	2.2.1 Membaca teks percakapan mennyampaikan dan meminta pendapat. 2.2.2 Merespon dengan benar terhadap tindak tutur; menyampaikan pendapat dan meminta pendapat. 2.2.3 Mengungkapkan dengan benar terhadap tindak tutur; menyampaikan pendapat dan eminta pendapat.

C. TUJUAN PEMBELAJARAN

- Peserta didik dapat mengidentifikas kalimat Opini secara umum.
- Peserta didik dapat mengidentifikasi perbedaan kalimat menyampaikan dan meminta pendapat.
- Peserta didik dapat membuat percakapan yang berkaitan dengan pendapat.
- Merespon dengan benar terhadap tindak tutur; menyampaikan pendapat dan meminta pendapat.
- Mengungkapkan dengan benar terhadap tindak tutur; menyampaikan pendapat dan meminta pendapat.

D. KEGIATAN PEMBELAJARAN

Media	Alat/Bahan	Sumber Belajar
Whatsapp and Video Cartoon	Handphone, Table dan lain-lain	Internet (video di youtube) dan sumber lain yang relevan.

E. MATERI PEMBELAJARAN

Definition of Opinion

Opinion is a view or judgement formed about something, not necessarily based on fact or knowledge. Opinion is including the words of opinion and argument/ reasons. It can use the expressions, such as in my opinion, in my view, I think etc. Argument dialogue is a dialog that states the arguments or reasons. It can use the words such as first, second etc for arranging arguments.

EXPRESSIONS OF ASKING AND GIVING OPINION

Asking opinion :

FORMAL	INFORMAL
- Have you got any comments on ….. - Do you have any idea ? - Do you have any opinion on …… - Would you give me your opinion on…? - What is your reaction to …… - What is your opinion about….? - What are you feeling about…….? - What are your views on ….? - Please give me your frank opinion?	• What do you think of…? • What do you think about………? • What is your opinion? • Why do they behave like that? • Do you think it's going? • How do you like? • How was the trip? • How do you think of Rina's idea ? • How do you feel about this dicition?

Giving opinion

FORMAL	INFORMAL
- I personally believe ….. - I personally consider …. - I personally think /feel …. - I hold the opinion …. - My own view of the matter is …… - Well, personally ……. - If I had my view, I would …..	• I think I like it. • I don't think I care for it. • I think it's good/nice/terrific… • I think that awful/not nice/terrible… • I don't think much of it. • I think that… • In my opinion, I would rather… • In my case ….. • What I'm more concerned with ….

Generally:
- Some people believe that.......   - Some people say that.......   - It is considered........   - Almost everyone........   - Most people agree with.........

2. Struktur text

Personal point of view

Ahmad : What do you think of english material.

Siti : I think English is the dificult language that I have learned .

Ahmad : What do you mean?

Siti. : English is different from Bahasa, it has many term to arange anything and it makes me confused.

Response (dissagreeing with an opinion)

Ahmad : I think you are wrong Siti, English is the easy one if you make it your habbit in daily life.

General point of view

Salsabila : what is your opinion about global warming?

Johan : some people say that it causes of the wrong way of life.

Salsabila : what do you mean?

Johan : well, we have to start to do what we can do to help reduce global warming.

Response (agreeing with opinion)

Salsabila: that's a good point . let's do that by this time.

Yuli: I think Rina's answer to the question is not right. It should be 'vinegar'.

Vivi: I think it is 'vinegar' too, not 'wine'.

Yani: In my opinion, our volley ball team needs a new coach. Mr. Zulfan cannot handle too many teams himself.

Firda: I agree with you.

Rahmat: Our English should be more active, I suppose. Why don't we meet three times a week?

Rully: I agree, but after the final exam. Now we are very busy preparing for it

F. METODE PEMBELAJARA
Pendekatan : Scientific Approach

Langkah-langkah Kegiatan:

Pre-teaching:

1. Guru mengulang materi pelajaran sebelumnya ± 5 menit.

2. Guru memberikan cerita dalam bentuk video cartoon, kemudian salah satu siswa untuk menyampaikan pendapat tentang cerita tersebut ± 5 menit.

Kegiatan Inti:

1. Guru menjelaskan kepada siswa bagaimana cara menyampaikan pendapat dan meminta pendapat dengan baik dan benar ± 10 menit

2. Guru memberikan contoh percakapan kepada siswa tentang cara menyampaikan pendapat dan meminta pendapat ± 5 menit.

3. Guru mengarahkan siswa untuk masing-masing mencari pasangan, Kemudian guru meminta siswa untuk besdiskusi dengan pasangannya masing-masing untuk membuat dialog yang di dalamnya terdapat kalimat menyampaikan pendapat dan meminta pendapat ± 15 menit.

4. Guru meminta masing-masing pasangan untuk mempraktikkan dialog yang telah mereka buat ke dalam video berdurai ± 5 menit.

Penutup:

Guru memberikan feedback ± 5 menit.

Sumber/ Bahan/ Alat

- Handphone

- Whatsapp group

- Cartoon Video

PERTEMUAN KE 1

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran	
KEGIATAN (30 menit)	1. Membuat grup whatsapp 2. Setelah semua siswa bergabung dalam whatsapp grup, guru menjelaskan tujuan pembelajaran. 3. Kemudian, guru memberikan tes awal untuk mengetahui seberapa jauh pemahaman siswa terhadap materi yang akan di pelajari.	
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa	

PERTEMUAN KE 2

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran	

KEGIATAN (30 menit)	1. Guru menjelaskan tentang materi *Asking and Giving Opinion* yang akan mereka dipelajari. 2. Guru mengirim video kartun untuk menjelaskan contoh dari percakapan dengan materi "bagaimana membuat kalimat *asking and giving opinio*". Selama siswa menonton video tersebut, guru juga memberikan lembar kerja siswa.
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 3

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peserta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN (30 m3nit)	1. Guru mengirimkan video kartun kepada siswa melalui grup whatsapp and dan memberikan penjelasan mengenai video tersebut. 2. Siswa memiliki kesempatan untuk bertanya kepada guru jika ada sesuatu yang belum mereka pahami. 3. Sesudah menonton video tersebut, siswa membuat teks percakapan dengan tea yang berbeda tentang *asking and giving opinio* dan mengirimkan hasilnya melalui pesan suara/audio/rekaman suara kedalam grup whatsapp.

KEGIATAN **(30 menit)**	1. Guru menjelaskan tentang materi *Asking and Giving Opinion* yang akan mereka dipelajari. 2. Guru mengirim video kartun untuk menjelaskan contoh dari percakapan dengan materi "bagaimana membuat kalimat *asking and giving opinio*". Selama siswa menonton video tersebut, guru juga memberikan lembar kerja siswa.
PENUTUP **(5 menit)**	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 3

PENDAHULUAN **(10 menit)**	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN **(30 menit)**	1. Guru mengirimkan video kartun kepada siswa melalui grup whatsapp and dan memberikan penjelasan mengenai video tersebut. 2. Siswa memiliki kesempatan untuk bertanya kepada guru jika ada sesuatu yang belum mereka pahami. 3. Sesudah menonton video tersebut, siswa membuat teks percakapan dengan tea yang berbeda tentang *asking and giving opinio* dan mengirimkan hasilnya melalui pesan suara/audio/rekaman suara kedalam grup whatsapp.

PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 4

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN (30 menit)	1. Guru mengirimkan teks beberapa contoh tentang *asking and giving opinion* kepada siswa. 2. Kemudian, guru memberikan soal berupa pilihan ganda untuk mengetahui lagi sejauh mana pemahaman siswa terhadap materi yang telah diajarkan seelumnya.
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 5

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan

	• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN (30 menit)	1. guru mengirimkan video kartun kepada siswa dengan pembahasan yang berbeda. 2. Siswa membaca dan menonton video tersebut kemudian mengulang dan mengirimkan audio/rekaman suara masing-masing siswa kedalam grup whatsapp.
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 6

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peseta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN (30 menit)	1. Guru memberikan contoh teks tentang pendapat atau *opinion* kepada siswa dan menjelaskan bagaimana cara membuatnya. 2. Guru sudah memberikan beberapa pilihan tema, masing-masing siswa memilih satu tema untuk dibuat menjadi satu teks tentang pendapat/Opinion 3. Sesudah siswa membuat teks, kemudian dikirim ke grup whatsapp.

PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 7

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peserta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topic yang akan diajarkan • Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran
KEGIATAN (30 menit)	1. Siswa mengulang percakapan yang telah dikirim kedalam grup dan siswa mengirim audio/rekaman suara kedalam grup whatsapp untuk megetahui kemampuan siswa dalam berbicara.
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

PERTEMUAN KE 8

PENDAHULUAN (10 menit)	• Guru memberi salam dan mengajak peserta didik untuk membacakan 3 ayat dari surah Al Baqarah masing-masing siswa. • Guru mengecek kehadiran siswa (melalui Whatsapp group) • Guru menyampaikan tujuan dan
	dan siswa mengirim audio/rekaman suara kedalam grup whatsapp untuk megetahui kemampuan siswa dalam berbicara.
PENUTUP (5 menit)	• Guru bersama peserta didik merefleksikan pengalaman belajar • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa

APPENDIXS III

Students' Worksheet

During the video show by the researcher, the students' will

a. Write the unfamiliar words from the Video and write the meaning each words

b. Write the sentences about Asking Opinion

c. Write the sentences about Giving Opinion

APPENDIXS IV

Watch the video and Identification of the conversation below, underline which includes the opinion sentences (Asking and Giving Opinion).

VIDEO SCRIPT I

Jen: Hi Janet, I haven't see you a week, where are you?

Janet : Hi Jen, I went to Paris with my father last week. That's why you can't see me.

Jen: Oh, I am jealous of you. You often go abroad while I am stuck here.

Janet : It's ok Jen. How do you feel about going abroad together next holiday?

Jen: Are you kidding me? I don't have much money

Janet : Don't worry, I will pay for all our needs. What do you think?

Jen: whoa, I feel that I am dreaming right now. Thanks Jan, you grant my dream.

Janet : Yup, just prepare your necessity for our trip

Jen: Ok. Iwill prepare the best.

VIDEO SCRIPT II

Indah : Hi, Irfan. What are you thinking about?

Irfan : hmm.... I'm thinking about global warming that's happening nowadays.

Indah : So, what do you think is the best action to reduce global warming?

Irfan : I think everyone should start changing their life styles.

Indah : What do you mean?

Irfan : Well, we have to start to do what we can, to help reduce global warming.

Indah : What do you suggest that we should do?

Irfan : Well, there are lots of things that we can do. We should start saving electricity, recycling things, using public transportation, buying and consuming as much as we need only. Basically, just save anything that we can.

Indah : That's a great idea. I will do that.

Irfan : Oh, good girl.

Indah : With my pleasure.

APPENDIX V

Post-test

Repeat Dialogue about Asking and Giving opinion that has been sent to whatsapp group. Sent in form of your voice note or audio to group whatsapp.

APPENDIX VI

Score of Pre-test and Post-test Student's

No.	Nama	Speaking		Speaking	
		Pre test Fluency	Post test Fluency	Pre test Accuracy	Post test Accuracy
1.	Andi Arham	79	86	70	77
2.	Aswida	80	87	70	80
3.	Amelia Putri	75	86	66	83
4.	Fitri	70	80	70	75
5.	Fitriani	80	93	70	80
6.	Muhammad Rizal	70	86	66	83
7.	Nurul Huda	78	80	81	83
8.	Nusri	72	92	66	80
9.	Putri	70	86	58	83
10.	Rahmat Adi Saputra	80	93	55	77
11.	Saipul	75	80	50	74
12.	Sri Nur Ikhwana	72	79	70	83
13.	Sri Wahyuni	70	80	81	81
14.	St. Hadijah	76	93	81	86

15.	Rahmat Setiawan	75	75	66	80
16.	Wahyudi	85	85	70	80
17.	Halwa	84	93	66	78
18.	Herawati	75	80	70	80
19.	Isra Hardiyanti	80	86	75	77
20.	Muh. Awal Pratama Kadir	75	75	75	82
21.	Muh. Imiawan	75	93	66	74
22.	Muh. Randi Al-Fahrezy	83	86	75	82
23.	Nurjannah	74	80	75	87
24.	Selviana	85	82	75	75
25.	Sinar	76	86	75	80
Total		$\sum x = 1742$	$\sum x = 2000$	$\sum x = 1914$	$\sum x = 2122$

The percentage of the students' Improvement in speaking ability

Pre-test Accuracy		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	16.0	16.0	16.0
	72	2	8.0	8.0	24.0
	74	1	4.0	4.0	28.0
	75	6	24.0	24.0	52.0
	76	2	8.0	8.0	60.0
	78	1	4.0	4.0	64.0
	79	1	4.0	4.0	68.0
	80	4	16.0	16.0	84.0
	83	1	4.0	4.0	88.0
	84	1	4.0	4.0	92.0
	85	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Post-test Accuracy		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	2	8.0	8.0	8.0
	79	1	4.0	4.0	12.0
	80	6	24.0	24.0	36.0
	82	1	4.0	4.0	40.0
	85	1	4.0	4.0	44.0
	86	7	28.0	28.0	72.0
	87	1	4.0	4.0	76.0
	92	1	4.0	4.0	80.0
	93	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

Pre-test Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	4.0	4.0	4.0
	55	1	4.0	4.0	8.0
	58	1	4.0	4.0	12.0
	66	6	24.0	24.0	36.0
	70	7	28.0	28.0	64.0
	75	6	24.0	24.0	88.0
	81	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

Post-test Fluency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74	2	8.0	8.0	8.0
	75	2	8.0	8.0	16.0
	77	3	12.0	12.0	28.0
	78	1	4.0	4.0	32.0
	80	7	28.0	28.0	60.0
	81	1	4.0	4.0	64.0
	82	2	8.0	8.0	72.0
	83	5	20.0	20.0	92.0
	86	1	4.0	4.0	96.0
	87	1	4.0	4.0	100.0
	Total	25	100.0	100.0	100.0

Statistics

Pre-test Fluency

N	Valid	25
	Missing	0
Mean		69.68
Std. Error of Mean		1.514
Median		70.00
Mode		70
Std. Deviation		7.570
Minimum		50
Maximum		81
Sum		1742

Statistics

Post-test Fluency

N	Valid	25
	Missing	0
Mean		80.00
Std. Error of Mean		.698
Median		80.00
Mode		80
Std. Deviation		3.488
Minimum		74
Maximum		87
Sum		2000

Statistics

Pre-test Accuracy

N	Valid	25
	Missing	0
Mean		76.56
Std. Error of Mean		.940
Median		75.00
Mode		75
Std. Deviation		4.700
Minimum		70
Maximum		85
Sum		1914

Statistics

Post-test Accuracy

N	Valid	25
	Missing	0
Mean		84.88
Std. Error of Mean		1.136
Median		86.00
Mode		86
Std. Deviation		5.681
Minimum		75
Maximum		93
Sum		2122

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Accuracy	76.56	25	4.700	.940
	Post-test Accuracy	84.88	25	5.681	1.136

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Accuracy & Post-test Accuracy	25	.296	.151

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Accuracy - Post-test Accuracy	-8.320	6.210	1.242	-10.883	-5.757	-6.699	24	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	69.68	25	7.570	1.514
	Post-test	80.00	25	3.488	.698

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	25	.413	.040

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-10.320	6.902	1.380	-13.169	-7.471	-7.476	24	.000

The researcher, Hamida was born on January 03, 1999. She is the last child of Yosias and Mutiara. She started her education at SDN Pangembang and graduated in 2009. Then she took further education at SMPN 1 Polombangkeng Utara and graduated in 2013. Afterward, She continued her education at SMAN 1 Polombangkeng Utara and graduated in 2016. In 2016, She enrolled as a student in the English Department of Teacher Training and Education Faculty of University Muhammadiyah Makassar. at the end of her study, she was able to complete her thesis entitled The Influence Of Using Cartoon Video On The Students' Speaking Ability (A Pre-Experimental Research Design at The Eleventh Grade of SMAN 6 Takalar).

<u>**SURAT KETERANGAN PENELITIAN**</u>
NO.421.3/178/UPT-SMAN.06/TKL./DISDIK

Yang bertanda tangan di bawah ini Kepala SMA Negeri 6 Takalar, Kecamatan

Polombangkeng Utara Kab. Takalar Propinsi Sulawesi Selatan, menerangkan bahwa :

Nama	:	**HAMIDA**
Tempat & Tgl. Lahir	:	Pangkep, 03 Januari 1998
Jenis Kelamin	:	Perempuan
Jurusan/ Fakultas	:	Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
NIM	:	10531120816
Alamat	:	Bontokassi Kel. Panrannuangku Kec.Polut.

Benar telah mengadakan penelitian pada SMA Negeri 6 Takalar dalam rangka

penyelesaian Skripsi yang berjudul :

*"THE INFLUENCE OF USING CARTOON VIDEO ON THE STUDENTS' SPEAKING
ABILITY"*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan

sebagaimana mestinya.

Takalar, 03 April 2021
Kepala UPT SMAN 6 Takalar,

ILHAM, S.Pd., M.Pd
Pangkat : Pembina Tk. 1
NIP. 19700408 199512 1 003

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 10898/S.01/PTSP/2021
Lampiran :
Perihal : **Izin Penelitian**

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 840/05/C.4-VIII/II/2021 tanggal 08 Februari 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : HAMIDA
Nomor Pokok : 105351120816
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sth Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE INFLUENCE OF USING CARTOON VIDEO ON THE STUDENTS' SPEAKING ABILITY "

Yang akan dilaksanakan dari Tgl. **11 Februari s/d 11 April 2021**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 10 Februari 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Nip : 19710501 199803 1 004

Tembusan Yth.
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal

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From author/researcher

HAMIDA

ID 105351120816

24%	22%		7%

Tested and issued by English Education Department, Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar

13 Shafar 1443 H
20 September 2021 M

Ardiana Saprati Syam, S.Pd., M.Pd
NBM: 977.807

بسم الله الرحمن الرحيم

0771-20 IIG

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: **HAMIDA**
NIM	: **105351120816**
Judul Penelitian	: *"THE INFLUENCE OF USING CARTOON VIDEO ON THE STUDENTS' SPEAKING ABILITY"*
Tanggal Ujian Proposal	: **23 December 2020**
Tempat/Lokasi Penelitian	: **SMA Negeri 6 Takalar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Sabtu, 20-02-2021	Ask permission to conduct a research to the principal of SMA Negeri 6 Takalar	Ilham, S.Pd., M.Pd	
2	Senin, 22-02-2021	Consultation with the tutor teacher concerned with the subject	Fitriani Parawansah, S.Pd	
3	Selasa, 23-02-2021	Conduct a pre-test	Fitriani Parawansah, S.Pd	
4	Jumat, 05-03-2021	Process teaching learning with the material asking and giving opinion through video and give students' worksheet.	Fitriani Parawansah, S.Pd	
5	Sabtu, 06-03-2021	Process teaching learning with video (example dialogue about asking and giving opinion)	Fitriani Parawansah, S.Pd	
6	Selasa, 09-03-2021	Process teaching learning with video and the students' made dialogue about opinion and sent to group whatsapp via voice note	Fitriani Parawansah, S.Pd	
7	Sabtu, 20-03-2021	The students' make dialogue with another topic and sent to group whatsapp	Fitriani Parawansah, S.Pd	
8	Sabtu, 27-03-2021	Conduct a post-test	Fitriani Parawansah, S.Pd	

Takalar , 27 Maret 2021

Mengetahui,

Ketua Jurusan,

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Ilham, S.Pd., M.Pd
NIP. 197004081995121003

Terakreditasi Institusi