

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter dealt with the deployment of a cartoon movie as a teaching aid to strengthen students' speaking skills in the expression of providing and responding to instructions. It was carried out as part of a classroom action research that included a number of activities. This chapter is concerned with the investigation of the instrument, which began with the Preliminary Cycle and continued through Cycle I and Cycle II.

#### **4.1 Research Findings**

##### **4.1.1 Preliminary Cycle**

###### **4.1.1.1 Identifying Problem**

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

The preliminary observation, which took place on Monday, April 31<sup>st</sup>, 2021, was conducted in order to gain a better understanding of the teaching and learning process of speaking in class IX B. This was done in order to identify the problems that were in the field. The field comment that follows served as the first data that needed to be taken into consideration before anything else was considered. An interview and discussion with an English teacher followed after the preliminary observation in order to gather information about how speaking is taught and learned, which could be used to help identify and solve the problems. After conducting a preliminary observation, the next step was to gather information through an interview and discussion with the English teacher. The researcher also conducted interviews with several students from class IX B in order to get insight into their difficulties in learning to speak and to obtain suggestions for improving the difficulties they were experiencing during the teaching and learning process.

- 
- R : *Dapatkah bapak jelaskan bagaimana proses belajar mengajar bahasa Inggris di kelas IX B ini? (Would you please explain the English teaching and learning process in this class?)*
- ET : *Sebenarnya saya ingin prosesnya meliputi semua aspek skill. Tapi kadang terkendala terkait media dan waktu. Untuk praktek speaking terutama, hanya beberapa kali pertemuan, jadi lebih banyak ke pengajaran writing dan reading. (Actually, in the learning process i want to cover all aspects of the language skills. But sometimes constrained related media and time. The teaching mostly writing and reading, speaking practice is only a few meetings.)*

- R : *Menurut bapak bagaimana kemampuan berbicara siswa di kelas ini? (What do you think about the student's speaking skill in this class?)*
- ET : *Kalau di lihat dari percaya diri mungkin belum semua, hanya beberapa anak saja yang percaya diri untuk ngomong. Yang bisa bicarapun tidak terlalu peduli dengan keakuratan, kefasihan dll. Asal yang lain bisa ngerti sudah oke bagi saya (Not all of the students confident to speak English, just a few of them. Student who able to speak English also not consider about the accuracy, fluency or etc. As long as the other can understand, it is okay for me.)*
- R : *Bagaimana pengajaran Bahasa Inggris di kelas? (How about the teaching of speaking in class?)*
- ET : *Kalau dalam pengajaran speaking itu medianya yang masih kurang. Anak-anak kan perlu melihat contoh cara asli ngomongnya bagaimana agar mereka bisa menirukan. (In the teaching of speaking the medium is minim. Actually, the students need to see the real models or examples so that they can imitate how to use the language.)*
- R : *Apakah di sekolah ini tidak ada lab bahasa? is there Language Lab in this school?*
- ET : *Tidak ada. Tapi di setiap kelas di lengkapi dengan proyektor dan speaker di ruang guru yang bisa di pinjam. Tapi tetap suara dari speaker dalam kelas tidak sejelas audio dari ruang bahas. (No. But every class completed with projector and there is a speaker in teacher's room that could be borrowed. But still, audio from speaker that played in classroom not as clear as audio from Language Lab. )*

*Interview Transcript 1*

---

The teacher's interview revealed that there are a number of factors that interfere with the learning and teaching process when it comes to speaking skill. During the discussion, the teacher expressed his desire to cover the teaching of four language skills; however, time constraints and media constraints proved to be the most significant obstacles. Listening and speaking were the most difficult skills to teach because reading and writing had more components to teach.

Additionally, the teacher asserted that there were a number of variables that contributed to students' poor speaking skill. Students' lack of self-confidence and lack of motivation to communicate in English were the first two factors identified. The majority of students felt confident in their ability to communicate their ideas in English, but they paid little attention to the many aspects of English speaking, such as pronunciation, grammar, fluency, intonation, and vocabulary. A further consideration was how little media was used to aid in the teaching and learning process of public speaking, which was a minimum of two. Because there is no Language Lab available, the use of media such as movies and videos in the teaching of speaking is limited.

A number of reasons were identified by the researcher during an interview with students from class IX B at SMPN 55 Surabaya that contributed to the students' poor oral communication skills. This can be observed in the following transcript of an interview with the researcher:

- 
- W : *Kompetensi bahasa Inggris kan mencakup mendengarkan dan berbicara, membaca dan menulis. Yang paling sering di ajarkan guru yang mana? (English competence are listening speaking, writing, and reading. Which one is taught the most?)*
- S1 : *Menulis dan membaca. (Reading and writing.)*
- W : *Apa kesulitan dalam belajar speaking? (What is the difficulty that you face in learning speaking?)*
- S1 : *Kalau speaking, ngomongnya itu beda nggak sesuai sama tulisannya. (In speaking, the pronunciation of the words is different from written form.)*
- W : *Selain itu? (What else?)*
- S1 : *Susunan katanya agak susah. (The grammar is quite difficult.)*

*Interview transcript 2*

---

- 
- W : *Menurutmu belajar berbicara bahasa inggris sulit? (In your opinion is speaking English difficult?)*
- S2 : *Iya. (Yes.)*
- W : *Kesulitan apa yang kamu hadapi? (What difficulties did you find in speaking?)*
- S2 : *Kosa kata, susunan kata, dan cara pengucapannya (The vocabulary, grammar and pronunciation)*

*Interview transcript 3*

---

- 
- W : *Media apa yang biasanya digunakan guru dalam mengajar speaking? (What media were usually used by teacher while teaching speaking?)*
- S3 : *Pakai kertas aja yang ada di contoh percakapan. (Only some handouts that consist example of the dialogues)*
- W : *Apakah guru selalu menjadi contoh ketika mengucapkan kata, kalimat, atau dialog? (Does teacher always become a model in pronouncing words, sentences or carrying out a dialogue?)*
- S3 : *Ya, seringnya gitu. (Yes, mostly.)*

*Interview transcript 4*

---

According to the results of an interview between the researcher and students, it was determined that teaching speaking was rarely included in the English teaching and learning process. The English teaching and learning method was more concerned with increasing students' reading and writing abilities than with other subjects. That is something that the teacher is also aware of. Furthermore, the researcher noticed that the students had some issues learning their speaking ability. For beginning, students were unable to easily select relevant exposures within a given setting. The second issue that students had was difficulty pronouncing words and employing appropriate intonation and stress

patterns when speaking in English. Third, students possessed a strong command of limiting language, which served as a constraint and a barrier when students attempted to express their thoughts. Furthermore, students frequently made grammatical errors, which resulted in them having low self-confidence when speaking English. Another problem was a lack of media exposure, which had an impact not just on students' motivation but also on their ability to communicate verbally. Films, videos, and music were infrequently employed to support the teaching and learning process, despite their appeal as learning medium. Because they were not supplied with appropriate examples for teaching pronunciation, they were unable to see how to apply the language in a real-world setting. The kids responded that the teacher was the one person who they could look up to for guidance on pronunciation.

On the basis of early observations and interviews, it was determined that there were certain existing challenges connected to the teaching and learning process of speaking. The challenges encountered in the field are listed in the table below:

***Table 4.1:** The Field Problems in the English Teaching and Learning Process at IX B class of SMPN 55 Surabaya*

No	Field Problems	Code
1.	The students were shy and reluctant to share their ideas.	S
2.	The students were not confident to speak English.	S
3.	The teacher used classroom English minimally.	T

4.	The teacher did not provide appropriate models to learn the target language.	T, Md
5.	The interesting teaching media were insufficiently used during the teaching and learning process.	Md
6.	The teaching of speaking was monotonous and boring.	TT
7.	Textbook was the only medium to teach speaking.	Md
8.	The speaking activities did not encourage the students to speak English optimally.	TT
9.	The students mispronounced words and used incorrect intonation and stress patterns.	S
10.	The students lacked of vocabulary mastery.	S
11.	The students often made grammatical mistakes.	S
12.	The students did not get involved actively in every class activity.	S
13.	The topic of materials did not really attract students' interest.	Mt
14.	The time allocation was not appropriate.	TT

*S : Students      Md : Media      TT : Teaching Techniques*

*T : Teacher      Mt : Materials*

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

*4.2: Score test in Pre-Cycle*

<b>No</b>	<b>Students' Name</b>	<b>Score</b>	<b>Percentage</b>
1	Adiva Verdiyani H. Kasim	58	58%
2	Ainun Novita Anggraini	55	55%
3	Amanda Oktavia Putri Wardhana	48	48%
4	Ananada Putra Pratama	65	65%
5	Andreas Syahputra	70	70%
6	Anisa Dewi Fortuna	57	57%
7	Arjuna Semedi	50	50%
8	Asep Rendy Prasetyo	38	38%
9	Audrey Aurela Anggita Tasya	40	40%
10	Azalea Saputri Aryasa	65	65%
11	Bagus Aldi Kurniawan	67	67%
12	Cheisa Putri Ardian	65	65%
13	Daffa Habib Firzanudin	35	35%
14	Dedhiva Pramudya Wardana	65	65%
15	Dina Aprilia	48	48%
16	Dita Assya Lafinda	68	68%
17	Dwi Nur Muhin	55	55%
18	Erga Satriya Fitriani	35	35%
19	Esa Agustina	35	35%
20	Faiza Asyri Nafilah	65	65%
21	Fajar Aditya Prasetyo	55	55%
22	Fawwas Dimas Heru Saputra	58	58%
23	Ilham Baihtul Rokhim	30	30%



24	Inggrit Febitri Sa'diyah	50	50%
25	Ivan Wahyu Firmansyah	58	58%
26	Kavita Alivia Rani	58	58%
27	M Bintang Firmansyah	65	65%
28	Moch Didik Irawan	25	25%
29	Mohammad Regan Fulfiansyah	20	20%
30	Muhammad Afiq	48	48%
31	Muhammad Amiruddin Balhan Fuadi	65	65%
32	Muhammad Kelvin Putra Ariesta	65	65%
33	Nilam Safitri	48	48%
34	Nur Laila Alda Harisma	65	65%
35	Puja Devi Mulya Sandi	30	30%
36	Rahmat Ainur Rochim	60	60%
37	Raymond Bagas Dhani Agustin	48	48%
38	Zabina Intan Maheswari	65	65%
Total Score		<b>1997</b>	
Mean		<b>52.55</b>	

To know the mean score of test, the researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{n}$$

M = The average of student's score

$\sum x$  = Total score

n = The number of the students

The computation of the average score was follow:

$$M = \frac{1997}{38} \\ = 52.55$$

*Table 4.3. The Category of The Students Score and Their Percentage:*

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

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

#### **4.1.1.2 Selecting the Field Problems to Solve**

On the basis of observations made in the classroom, the researcher discovered that the teaching and learning process of speaking in class IX B appeared to be boring and devoid of any form of multimedia. The textbooks were the only medium through which the English teacher was able to instruct students on public speaking. It failed to capture the interest of the students and compel them to pay attention to the instruction. Furthermore, the speaking exercises were unable to

motivate the students to participate in the process of learning the target language. In fact, in order to achieve the objectives of the speaking teaching and learning process, the class should be enjoyable, fascinating, and relevant to the students' lives. Furthermore, it was necessary to make provision for the use of a variety of media to aid in the delivery of the lesson.

It was difficult to overcome all of the challenges that were discovered in the field while taking into consideration the available time, energy, priority, and feasibility of the problems to be solved. Specifically, as indicated at the outset of Chapter 1, the researcher's primary focus was on strengthening students' oral communication skills through the use of a cartoon movie. As a result, a list of feasible challenges to fix was compiled based on observations and interviews that had previously been done. The following are the difficulties that need to be addressed:

**Table 4.4:** *The Feasible Problems to Solve in the English Teaching and Learning Process at IX B class of SMPN 55 Surabaya*

No	Field Problems	Code
1.	The students lacked of confidence and had low motivation in learning speaking.	S
2.	The students found difficulties in pronunciation.	S
3.	The students had inadequate abilities in grammar and vocabulary mastery	S
4.	The teaching of speaking was monotonous and boring	Md

5.	The teacher did not provide appropriate models to learn the target language.	T, Md
6.	The speaking activities were not applied well to encourage the students to speak	TT
7.	The English classroom was not optimally used during the teaching and learning process.	T

*S : Students Md : Media*

*T : Teacher TT : Teaching Techniques*

A few weeks after deciding on the field of problems to be solved, the researcher and his or her collaborators met to discuss the possible causes of problems that resulted in the low student's speaking abilities, with the goal of identifying the weaknesses and obstacles that were encountered in relation to the problem domain. It was critical to define the course of action that would be taken in order to resolve the challenges.

**Table 4.5.** *Field Problems to Solve and the Possible Causes in the English Teaching and Learning Process at IX B Class of SMPN 55 Surabaya*

No	Field Problems	Code	Possible Causes
1.	The students lacked of confidence and had low motivation in learning speaking.	S	The teacher did not encourage the students to speak in English since the practice and opportunities to speak were rarely given.
2.	The students found difficulties in pronunciation.	S	The teacher was the only model for the students to learn English.
3.	The students had inadequate abilities in grammar and vocabulary	S	The knowledge given to the students was not complete and the opportunities to use the

	mastery.		language were rarely given.
4.	The teaching of speaking was monotonous and boring.	Md	The interesting teaching media were insufficiently used during the teaching and learning process.
5.	The teacher did not provide appropriate models to learn the target language.	T, Md	Authentic materials were hardly provided during the speaking teaching and learning process.
6.	The speaking activities were not applied well to encourage the students to speak.	TT	The communicative speaking activities were not applied well during the lesson.
7.	The English classroom was not optimally used during the teaching and learning process.	T	The classroom English was not optimally used during the teaching and learning process.

*S* : Students      *Md* : Media

*T* : Teacher      *TT* : Teaching Techniques

#### 4.1.1.3 Determining Actions to Solve the Feasible Problems

In partnership with the English teacher, the researcher devised a set of measures to address the difficulties that could be solved based on the viable problems to be addressed and the likely reasons described above. The utilization of cartoon movies to help the teaching and learning process as well as to provide students with authentic and relevant models of the target language would be the first step. The English classroom would also be utilized to its full potential during the teaching and learning process, allowing students to carry out real-world conversations while using

English and to put into practice the information they gained from the movie-watching activity they had just completed.

Several supportive measures would be implemented by the researcher and collaborators in order to supplement the primary measures described above. These measures would be included in the teaching and learning process. They were providing feedback on student work, including pronunciation, vocabulary, and grammar, as well as handing out printouts of the materials to serve as quick reference guides for the students. As a result, the time allocation might be more appropriate so that the students could complete various chores and activities that were vital to them in order to fully absorb the knowledge. According to the given table, the relationship between solvable problems and the activities that would be implemented may be seen:

**Table 4.6.** *The Feasible Problems to Solve and the Solutions*

No	Feasible Problems to Solve	Solutions
1.	The students lacked of confidence and had low motivation in learning speaking.	a. Using movie cartoon consisting authentic models of English as teaching and learning media.  b. Applying some communicative speaking activities
2.	The students found difficulties in pronunciation.	Using cartoon movie consisting authentic models of English as teaching and learning media

3.	The students had inadequate abilities in grammar and vocabulary mastery	<ul style="list-style-type: none"> <li>a. Using cartoon movie consisting authentic models of English as teaching and learning media</li> <li>b. Giving feedback on student's works</li> </ul>
4.	The teaching of speaking was monotonous and boring	<ul style="list-style-type: none"> <li>a. Using cartoon movie consisting authentic models of English as teaching and learning media</li> <li>b. Applying some communicative speaking activities.</li> </ul>
5.	The teacher did not provide appropriate models to learn the target language.	Using movie cartoon authentic models of English as teaching and learning media
6.	The speaking activities were not applied well to encourage the students to speak	Applying some communicative speaking activities
7.	The English classroom was not optimally used during the teaching and learning process.	Using English classroom optimally during the teaching and learning process

To implement the actions, the researcher and the collaborator did some preparations and plans in order to make the actions as successful as possible. They were: first, *Developing the Research Instruments*. The researcher created a variety of study instruments, including observation checklists, interview rules, speaking exams, and a speaking rubric, among others. Observations would be made during the course of the actions and during the process of reflection. The interviews were

conducted at several stages of the project, including the planning stage, the implementation stage, and the reflection stage. It was hoped to gain some insight into the challenges that the research participants were experiencing, as well as their suggestions for how to implement the activities and reflect on their experiences during the research. Meanwhile, the speaking tests would be used to assess and evaluate the students' speaking skills in pre-test, post-test, as well as during the implementations, and the speaking rubric would be used to assess and evaluate the students' speaking skills in pre-test, post-test, as well as during the implementations.

Then, *Selecting the Materials*. The resources utilized in the teaching and learning process were chosen in accordance with the Basic Competency and Standard Competency of the junior high school students in ninth grade as identified in the curriculum for the year. The materials that would be taught were chosen in consultation with the researcher and the English teacher in order to fit the requirements of the course curriculum. The practice of spoken language would be covered in the materials, which would include conversations and monologues that the students would be expected to learn. The themes that will be covered included the expression of giving and responding to instructions.

Additionally, *Selecting the Teaching Media*. During the implementation phase, the cartoon movie would serve as the primary instructional medium for the students. After considering the fact that by



watching the movie cartoon, the students would be able to see authentic models of English and would receive appropriate input and instances of the target language, it was decided that this was the best medium to use. They could also learn how to apply the language in real-life situations and in everyday interactions by watching videos.

Lastly, *Making Course Grid and Lesson Plans*. The course grid and lesson plans were created to make the process of creating materials and activities more efficient. They were created by the researcher in partnership with the English teacher, and they were amended in response to the expert's recommendations.

#### **4.1.2 The description of Cycle 1**

The Cycle I test took place on Tuesday, May 1<sup>st</sup>, 2021, and was a success. It was the subject of delivering and reacting to instruction that ran through the speaking material. Cycle I dealt with the teaching and learning process as well as an assessment test. There was a total of 38 students who attended. In order to serve as a learning medium, the researcher created a cartoon movie with the title "Toy Story." Some efforts to overcome the problems identified in the previous sub-chapter were planned in light of the feasible problems to solve identified in that chapter. The plans for the measures that would be performed were intended to result in the achievement of the following conditions and improvements in some aspects:

**Table 4.7. The Actions and the Expected Improvement to Achieve**

<b>No</b>	<b>Action</b>	<b>Expected Improvement to Achieve</b>
1	Using cartoon movie consisting appropriate models of English as the teaching and learning media.	The materials and classroom activities would be varied and would be more interesting.
		The students were highly motivated in learning the target language.
		The students had adequate mastery of pronunciation, grammar, intonation, fluency and vocabulary.
2	Applying some communicative speaking activities.	The students had higher self-confidence to express their ideas freely.
		The students had sufficient opportunity to practice speaking.
		The students got involved actively in the lesson.
3	Using English language in classroom optimally during the teaching and learning process.	English language were optimally used so that the students could improve their comprehension and were accustomed to learning English.
4	Giving feedback on students' works.	The students had adequate mastery of pronunciation, grammar and vocabulary.
5	Giving handouts of today's material.	The time allocation could be appropriate so that the students could do some tasks which were important for them in order to absorb the knowledge.

#### **4.1.2.1 Planning the Action**

The steps of planning activities as follows:

- *Discussion with English Teacher*

With the observer, the researcher discussed the selection of the topic that would be taught by the researcher in the classroom, which is appropriate

for the students based on the syllabus, and an appropriate level of speech for 9<sup>th</sup> graders in the classroom.

- *Making Lesson Plan*

Before putting the action into action, the researcher had to produce lesson plans to serve as a guide for teachers. In addition, the researcher was responsible for preparing the materials. Based on the topics covered in the syllabus, the researcher selected materials that are appropriate for pupils. The researcher selected cartoon movies that are related to the topic (i.e., the expression of delivering and reacting instruction) addressed in the lesson plan and that may be easily comprehended by the students, as described in the lesson plan.

- Preparing Students' Worksheet

Making worksheets serves the purpose of providing students with appropriate methods of directing their attention to the lesson and of focusing their minds on the learning objectives. When constructing the student's worksheet, the researcher took into account the student's level of linguistic proficiency as well as activities that were difficult for the student to complete.

- Designing Post-test

Post Tests were used to evaluate pupils' progress after they had been exposed to a variety of learning opportunities and activities. The results of the post-test were used to determine the level of achievement achieved by the students and to make adjustments to the lesson plan for the

following cycle. A post-test was administered at the conclusion of each cycle, and it covered five components of speaking: Grammar, vocabulary, fluency, intonation, and comprehension are all important skills.

#### **4.1.2.2 Action**

In this step, the researcher put the teaching technique into practice by showing a cartoon movie. When putting the action plan into action, the researcher followed the lesson plan that had been established. The action was focused on adopting cartoon movies as authentic materials in order to develop the student's speaking abilities. The information gathered during Cycle 1 was gathered through a post-test, an observation, an interview, and other documentations. The researcher began the lesson by introducing himself to the students and verifying that they were all present. The researcher next went over the lesson that the teacher had planned for the previous meeting, which was about giving and responding to instruction. The researcher provided a list of questions that were connected to the subject matter. The students listed various vocabularies that are commonly used in the expression of providing instructions, and then the teacher asked them to list the antonym for each word they mentioned.

---

R : I believe you all already understand about expression of giving and responding instruction. I will mention some vocabulary that usually used in expressing giving instruction, then I want you to mention the antonym of the word. Understand? *Jadi miss akan*

*ngucapin kosa kata yang biasanya di pakai dalam memberi instruksi, nanti kalian ngucapin antonym katanya apa ya!*

Ss : Yes miss.

R : Are you ready?

Ss : Ready.

R : Open?

Ss : Close.

R : Sit down?

Ss : Stand.

R : Switch on?

Student became quiet. After a few second a student answered dauntedly.

S1 : Switch off.

R : Yes, you are right. Okay next, Plug in?

S2 : Plug in *itu apa* Miss?

R : Plugin *itu menyambungkan*. Like plug the cable in.

S2 : *Wah apa ya antonimnya*. I don't know miss.

R : Anyone? No one? Well, okay the answer is 'unplug'.

*(Interview transcript 5)*

Several students mispronounce words and are not fluent, as evidenced by the transcript of the interview above. They also appear to be hesitating when it comes to providing an answer. In several cases, the students were unable to answer the questions at hand. Vocabulary was the problem for them. A new approach of learning to talk was introduced by the researcher using a cartoon movie, and this proved to be quite successful. Toy Story, a cartoon film, was screened for the researcher. All of the students were pleased and delighted. After the students had finished watching the Toy Story movie, the researcher approached them and asked them a few questions about it. "Do you actually know what the title of that film is? *Kalian tau judul film kartun itu apa?*". Almost all of the students answered "Toy Story". "Yes it is. Which character do you like most ? *Siapa tokoh yang kalian paling*

*suka?*” mostly students answered “Buzz”. Then teacher asked the next question “Can you tell me what buzz said in the film? Raise your hand if you know”. Then a student raises his hand and answer “No fighting!”. The researcher praised that students “Great, such a smart student” and what expression is that ?. Other students answered “Giving instruction miss”. The researcher confirmed “Yes, that is an expression of giving instruction”.

Following that, the worksheet was distributed by the researcher. The dialogue from the movie was included in the worksheet, but there were some blank spaces as well. The students were instructed to complete the phrases by filling in the blanks. The researcher watched the film three times in total. After they have done filling in the blanks, the researcher devotes 15 minutes to observing the entire interaction and attempting to capture as accurately as possible the expressions of those providing and receiving instructions.

Student attention was drawn to the character's pronunciation of the dialogue, as well as his or her intonation and fluency as the researcher played the cartoon movie three more times for them. Following that, the researcher coached the students on pronouncing the vocabulary and provided some corrections to pupils who had mispronounced several terms throughout the drill. After that, the teacher instructed each student to speak the dialogue one at a time. In addition, the results of the cycle one test can be found in the table provided below:

*Tabel 4.8. Score Test in Cycle I*

No	Students' Name	Component of Speaking Score					Score	Total Score (score x 4)
		F	G	P	V	C		
1	Adiva Verdiyani H Kasim	4	4	4	5	5	22	88
2	Ainun Novita Anggraini	3	4	4	4	3	18	72
3	Amanda Oktavia Putri Wardhana	3	4	3	3	4	17	68
4	Ananada Putra Pratama	4	4	4	4	4	20	80
5	Andreas Syahputra	4	4	4	4	4	20	80
6	Anisa Dewi Fortuna	3	2	4	4	3	16	64
7	Arjuna Semedi	2	4	2	4	3	15	60
8	Asep Rendy Prasetyo	3	2	4	4	3	16	64
9	Audrey Aurela Anggita Tasya	3	4	4	3	2	16	64
10	Azalea Saputri Aryasa	4	4	4	4	4	20	80
11	Bagus Aldi Kurniawan	4	4	4	4	4	20	80
12	Cheisa Putri Ardian	4	4	4	4	4	20	80
13	Daffa Habib Firzanudin	3	4	4	3	3	17	68
14	Dedhiva Pramudya Wardana	4	4	4	4	4	20	80
15	Dina Aprilia	3	4	4	3	3	17	68
16	Dita Assya Lafinda	4	4	4	4	4	20	80
17	Dwi Nur Muhin	3	4	3	4	4	18	72
18	Erga Satriya Fitriani	4	3	4	4	4	19	76
19	Esa Agustina	4	3	4	4	3	18	72
20	Faiza Asyri Nafilah	4	4	4	4	4	20	80
21	Fajar Aditya Prasetyo	3	4	4	3	3	17	68

22	Fawwas Dimas Heru Saputra	3	3	3	4	3	16	64
23	Ilham Baihtul Rokhim	3	4	4	3	2	16	64
24	Inggrit Febitri Sa'diyah	2	3	2	4	4	15	60
25	Ivan Wahyu Firmansyah	4	3	3	3	4	17	68
26	Kavita Alivia Rani	4	3	4	4	4	19	76
27	M Bintang Firmansyah	4	4	4	4	4	20	80
28	Moch Didik Irawan	3	4	3	3	2	15	60
29	Mohammad Regan Fulfiansyah	3	2	3	3	4	15	60
30	Muhammad Afiq	4	3	4	4	4	19	76
31	Muhammad Amiruddin Balhan Fuadi	4	4	4	4	4	20	80
32	Muhammad Kelvin Putra Ariesta	4	4	4	4	4	20	80
33	Nilam Safitri	4	3	4	4	4	19	76
34	Nur Laila Alda Harisma	5	4	4	4	4	21	84
35	Puja Devi Mulya Sandi	4	3	3	4	4	18	72
36	Rahmat Ainur Rochim	4	3	4	4	4	19	76
37	Raymond Bagas Dhani Agustin	4	3	4	4	3	18	72
38	Zabina Intan Maheswari	4	4	4	4	4	20	80
Total Score							<b>2772</b>	
Mean							<b>72.94</b>	

*F: Fluency                      G : Grammar                      P : Pronunciation*

*V : Vocabulary                      C : Comprehension*

The researcher calculated the mean using the same formula:

$$M = \frac{\sum X}{n}$$



Explanation:

M = Mean

$\Sigma X$  = Total student's score was 2772

$n$  = total of students was 38

The computation of the average score was follow:

$$M = \frac{2772}{38} \\ = 72.94$$

*Table 4.9. The Category of The Students Score and Their Percentage*

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

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

to them. In short, the researcher decided to continue the action to the next cycle.

#### 4.1.2.3 Observation

When the researcher implemented the speaking mastery by cartoon movie, the researcher prepared an observation checklist to measure student's response in learning process, the result of observation was below:

*Tabel 4.10. Score of Observation in Cycle 1*

No	Indicators	None (0%)	A Few (< 20%)	Half (20- 49%)	Many (50- 69%)	Major ity (>70 %)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.				√		4
2	The students are enthusiastic in responding the teacher question.				√		4
3	The students are enjoying learning process			√			3
4	The students ask question to make sure the answer.				√		4

5	The students answer teacher's question.			√			3
6	The students answer peer's question correctly.			√			3
7	The students help another peer to answer or complete the task.			√			3
8	The students are enthusiastic complete the task.				√		4
<b>Total score</b>		0	0	12	16	0	28

Score

$$= x \frac{28}{40} 100\%$$

$$= \mathbf{70\%}$$

According to the results of the observation described above, it can be inferred that more students passionately participated in the lesson. It has been demonstrated that teaching students to communicate effectively through the use of cartoon movies is successful. They can learn how to speak English in a good manner. The pupils appeared to be having a good time during the learning process. Furthermore, when the researcher applied speaking mastery through the use of a cartoon movie, the activities were watched by Mr. Darto, who served as an observer for

the experiment. An observation form was produced by the researcher, which was to be filled out by the observer at each meeting. Those observation forms are extremely important both as a starting point for watching the action and as a tool for the researcher to reflect on the event and develop plans for the future steps. Aspects that were observed were the development of teaching and learning activities, the teacher's instruction in delivering the subject, classroom management, the use of media, the use of language, and the classroom environment. The researcher received some feedback and suggestions from the English teacher who served as an observer. The following is a summary of the observer's observation as expressed in:

*Table 4.11. Observation of Teaching and Learning Process in Cycle 1*

<b>No</b>	<b>Aspect</b>	<b>Comment</b>
1	The activities of teaching and learning process	The teacher had better point a student to answer rather than let them answer all at once. Besides, in the end of the meeting the researcher often forgets to review the lesson. Researcher should do the review and let the students ask question.
2	Teacher's technique in delivering the materials	The researcher should give pre- activities to attract the student's attention. The materials taught had fitted the learning objectives. Please speak more slowly in order to make student understand the explanation easier.
3	Classroom management	The researcher was less firm in controlling the students. The researcher should be firmer in giving punishment to the students who made noise and did not pay attention to the lesson. Give more attention to the students who sit in the back rows.
4	The use of media	The use of media was good enough and could help reinforce the explanation of the

		materials. The use of media was good and can help presenting the material more easily. But the time allotment was less effective.
5	The use of language	The researcher better to translate the English language that used to give instruction, questioning students, and give explanation more often, so that the students can understand more.
6	Classroom situation	The researcher gave a lot of feedback to the students. The researcher made some exercise about the movie played for the students that made students attracted and actively answer the questions. Students were interested in lesson. Students paid attention to the cartoon movie and the lesson.
7.	Lesson plan and teaching materials.	the materials were relevant to the syllabus of ninth graders. But the lot of the test is too much for IX B students. It is quite difficult if students should fill the blank dialogue. So, it is batter to revised the test for the next cycle to underline the expression of giving and responding instruction in the complete dialogue. So that the students can be more focus in pay attention how the dialogue pronounces, the intonation, fluency and so on.

In general, using a cartoon movie kept students' attention on the lesson at hand, which was beneficial. Students were more motivated when they watched a movie since the materials were engaging. When a cartoon movie was shown, it was possible to witness the students' excitement. The majority of them expressed interest in learning the materials. Although the results of Cycle I were satisfactory, there were certain shortcomings in the implementation of the speaking mastery utilizing the cartoon movie described above, which made the results of

Cycle II less satisfactory. After reviewing field notes and scoring from the observer, the researcher found that the researcher still had a number of shortcomings that needed to be addressed in the next cycle.

#### **4.1.2.4 Reflection**

Following the analysis of the observation result in Cycle 1, the next step is to go on to Cycle 2. The researcher conducted in-depth reflection in order to analyze the teaching and learning process that had taken place up to that point. The researcher discovered that the pupils progressed in their mastery of oral communication skills. The results of the observation revealed that there were certain benefits after completing the action, which were as follows: First and foremost, the student's difficulty in articulating certain statements. Second, there was a lack of life in the classroom atmosphere. Third, the student's attention and motivation, which were both high at the time of the test. Fourth, there are the kids, who are always chatting with their peers or playing games in class. Moreover, there are several issues in Cycle 1 that still need to be addressed, including: (1) the students' difficulty in using vocabulary and grammar, and (2) the students' difficulties in pronouncing the words correctly.

Even though the implementation of teaching and learning speaking skills using cartoon movies was able to improve the students' speaking mastery, the researcher still discovered several problems with the vocabulary and grammar used, as well as mispronounced words in

the first cycle, necessitating the need to conduct a second cycle. It is necessary to resolve the issues that arose in cycle one. Using the same strategy but in a different way appeared to be necessary for the researcher to accomplish his goal.

### **4.1.3 The description of Cycle 2**

#### **4.1.3.1 Revised Plan**

After taking into consideration the results of the preceding reflection, it is reasonable to conclude that the activity possessed both advantages and disadvantages, in addition to strengths and weaknesses. Accordingly, the researcher came to the conclusion that it was critical to plan for and execute the next cycle in order to solve the challenges and weaknesses that had surfaced during the previous cycle. After making observations and reflecting on the teaching learning process in Cycle I, the researcher changed the technique for teaching speaking in Cycle II the following cycle, taking into consideration the observations and reflections from the previous cycle.

First and foremost, by changing the worksheet from Cycle I, the researcher hoped to draw more emphasis to the vocabulary and grammar parts of the study in general. Because of the need to improve the usefulness of the Cycle I worksheet, the researcher had to adjust various aspects of it in order to improve students' capacity to comprehend and acquire vocabulary and grammar. Students are advised to underline the sentences in

the Cycle II worksheet that express giving and reacting instructions when they are given whole sentences to read through. In order for them to be able to comprehend the right grammar and terminology. Then, with the support of the English teacher, they will be able to examine and memorize it on their own initiative.

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

#### **4.1.3.2 Action**

The Cycle 2 meeting was held in class IX B on Tuesday, May 9, 2021, and was conducted by the researcher. The researcher had 80 minutes to complete the task at hand, which he or she did. Mr. Darto,



who was present as an observer, was of aid to the researcher in his work. It was the researcher's responsibility to arrive first and put up the LCD projector and speaker system, so he arrived first. After all of the teaching aids had been completed, the researcher greeted the students and checked their attendance records to ensure that they were accurate and up to date. The researcher conducted a "Tongue Twister" game as a warming-up activity for the students in response to the English Teacher's (observer's) suggestion during Cycle I observation to provide a pre-activity before beginning the session. The goal was to increase the number of students who were willing to participate in class activities. For the purpose of discussion, the class was divided into four groups of five students each. Each group was handed a sentence, and each member of the group that stood in a line was in charge of passing the sentences on to the next group in line after them. The sentence had to be said by the children who were the last ones to rise in the line and stand up to speak. Eventually, the winning group was the one that was the first to report back to the teacher with the correct sentence.

Following their participation in the game "Tongue Twister," the students and the teacher reviewed the prior materials, which included presenting and responding to directions in various ways. During the research process, the researcher provided a worksheet with the entire dialogue from the cartoon movie that was to be exhibited in the classroom. The teacher guided the students through the process of

completing the assignment. They were told to underline any sentences that expressed offering or responding to instructions while the movie was playing. After the students completed the test, the researcher randomly selected one text that they had underlined and asked them to read it.

- 
- R : Are you all done? *Sudah selesai semua?*  
 Ss : Yes miss.  
 R : Well, Okay, lets together check your answer. Bintang read one sentences that you think is the expression of giving instruction please? *Bintang tolong sebutkan kalimat instruksi yang kamu temukan.*  
 S27 : No fighting! Break it up!  
 R : Good. Who said that?  
 S27 : Buzz miss.  
 R : Amir, how Buzz pronoun the dialogue?  
 S31 : No fighting! Break it up!  
 R : Well done. Come on students, repeat it.  
 SS : No fighting! Break it up!  
 R : Azalea, what is the meaning of that sentence in Bahasa? *Itu artinya apa ya?*  
 S10 : *Jangan bertengkar. Ee ...break it up nya nggak tau Miss.*  
 R : Who can help Azalea?  
 S1 : *Jangan bertengkar! Sudah! gitu bukan sih Miss?*  
 R : Yes. You are right. *Atau juga bisa, jangan bertengkar! Hentikan!* Okay, now Inggrit please let me know what you found? *Kalau Inggrit nemu kalimat yang mana?*  
 S10 : Quick, grab something metal!  
 R : Yes, who said that? *Karakter apa yang bilang gitu?*  
 S10 : Woody miss.  
 R : Dita, how woody said that? *Woody ngomongnya gimana?*  
 S16 : *Ehmm gimana ya Miss.*  
 R : Just try it's okay. *Coba aja ngga usah takut salah.*  
 S16 : *Kata yang depan susah Miss.*  
 R : Okay, *kalau gitu kita puter lagi ya filmnya. Coba semuanya perhatikan gimana cara Woody ngomong sekalian sama intonasinya ya.*

*After the researcher played the movie, she asked students to repeat the sentences.*

- R : Come on every body! *Ayo semua tirukan* Woody.  
Ss : Quick, grab something metal !  
R : Good job everybody.

*(Interview transcript 6)*

---

It is the researcher's intention to continue replying the cartoon movie until the majority of pupils in class IX B understand the proper model for how to pronounce speech, including the appropriate intonation and fluency. Following that, the researcher trained the students on pronouncing the vocabulary and provided some corrections to students who had mispronounced several terms throughout the drill. Then the teacher instructs each student to present the discussion in front of the class in a group setting.



**Figure 4.1.** *Students speak the dialogue in pair in front of the class*

Moreover, the result of Cycle II test can be seen in the table below:

*Tabel 4.12. Score Test in Cycle II*

No	Students' Name	Component of Speaking Score					Score	Total Score (score x 4)
		F	G	P	V	C		
1	Adiva Verdiyani H Kasim	4	5	5	4	5	23	92
2	Ainun Novita Anggraini	4	4	4	4	5	21	84
3	Amanda Oktavia Putri Wardhana	4	4	4	3	4	19	76
4	Ananada Putra Pratama	4	4	5	4	4	21	84
5	Andreas Syahputra	4	5	5	4	4	22	88
6	Anisa Dewi Fortuna	3	3	4	4	3	17	68
7	Arjuna Semedi	3	4	3	4	4	18	72
8	Asep Rendy Prasetyo	4	3	4	4	3	18	72
9	Audrey Aurela Anggita Tasya	5	4	4	5	3	21	84
10	Azalea Saputri Aryasa	5	5	5	4	4	23	92
11	Bagus Aldi Kurniawan	5	5	4	4	4	22	88
12	Cheisa Putri Ardian	4	5	5	4	4	22	88
13	Daffa Habib Firzanudin	4	4	4	4	4	20	80
14	Dedhiva Pramudya Wardana	5	4	4	4	4	21	84
15	Dina Aprilia	4	5	5	4	4	22	88
16	Dita Assya Lafinda	4	4	4	4	4	20	80
17	Dwi Nur Muhin	4	4	4	4	4	20	80
18	Erga Satriya Fitriani	4	5	5	4	4	22	88
19	Esa Agustina	4	4	5	4	4	21	84
20	Faiza Asyri Nafilah	5	5	4	4	4	22	88
21	Fajar Aditya Prasetyo	4	4	4	4	4	20	80
22	Fawwas Dimas Heru Saputra	4	4	4	4	4	20	80

23	Ilham Baihtul Rokhim	4	4	4	4	3	19	76
24	Inggrit Febitri Sa'diyah	3	4	3	5	5	20	80
25	Ivan Wahyu Firmansyah	4	5	4	3	4	21	84
26	Kavita Alivia Rani	4	3	4	4	5	22	88
27	M Bintang Firmansyah	4	4	4	4	4	20	80
28	Moch Didik Irawan	3	4	4	4	3	18	72
29	Mohammad Regan Fulfiansyah	3	3	4	4	4	18	72
30	Muhammad Afiq	4	4	4	4	4	22	88
31	Muhammad Amiruddin Balhan Fuadi	4	4	4	4	4	20	80
32	Muhammad Kelvin Putra Ariesta	4	5	5	4	4	22	88
33	Nilam Safitri	4	4	5	5	4	22	88
34	Nur Laila Alda Harisma	5	5	5	4	4	23	92
35	Puja Devi Mulya Sandi	4	4	4	4	4	20	80
36	Rahmat Ainur Rochim	4	4	5	5	4	22	88
37	Raymond Bagas Dhani Agustin	4	4	4	4	4	20	80
38	Zabina Intan Maheswari	5	4	4	4	4	23	92
Total Score							<b>3148</b>	
Mean							<b>82.84</b>	

*F: Fluency*

*G: Grammar*

*P: Pronunciation*

*V: Vocabulary*

*C: Comprehension*

The researcher calculated the mean using the same formula with previous research:

$$M = \frac{\sum X}{n}$$

Explanation:

$M$  = Mean

$\Sigma X$  = Total student's score was 3148

$n$  = total of students was 38

The computation of the average score was follow:

$$M = \frac{3148}{38} \\ = \mathbf{82.84}$$

*Table 4.13. The Category of The Students Score and Their Percentage:*

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

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

#### 4.1.3.3 Observation

In Cycle II, Mr. Darto still acted as the observer. Just like in Cycle I, in this cycle the researcher prepared an observation checklist to

measure student's response in learning process, The result of observation was below:

*Tabel 4.14. Score of Observation in Cycle II*

No	Indicators	None (0%)	A Few ( 20%)	Half (20- 49% )	Many (50- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in listening the material from the teacher.					√	5
2	The students are enthusiastic in responding the teacher question.				√		4
3	The students are enjoying learning process				√		4
4	The students ask question to make sure the answer.				√		4
5	The students answer teacher's question.				√		4
6	The students answer peer's question correctly.			√			3

7	The students help other peer to answer or complete the task.			√			3
8	The students are enthusiastic complete the task.					√	5
<b>Total score</b>		0	0	6	20	10	36

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$= \frac{36}{40} \times 100\%$$

$$= \mathbf{90\%}$$

According to the findings of the foregoing observations, it can be inferred that the learning and teaching processes in the classroom have substantially improved. The researcher also prepared an observation for Cycle II, with the aspects to be observed being the same as those for Cycle I: the development of teaching and learning activity, the teacher's method for delivering the materials, classroom management, media use, language use and the classroom situation. The researcher received some feedback and suggestions from the English teacher, who served as an observer. The following is the summary of the observer's comment:



**Table 4.15.** *Observation of Teaching Learning Process in Cycle II*

<b>No</b>	<b>Aspect</b>	<b>Comment</b>
1	The activities of teaching and learning process	The researcher got better in the time management so that she could provide enough time let the students review the lesson and ask questions. Overall, the teaching learning process was good.
2	Teacher's technique in delivering the materials.	The researcher gives interesting pre-activities to attract the student's attention. The material taught had fitted the learning objectives.
3	Classroom management.	The researcher could manage the students better, and was firm when warning those who did not pay attention.
4	The use of media.	The use of media was good enough and could help reinforce the explanation of the materials. The use of media was good and can help presenting the material more easily.
5	The use of language.	The researcher had used English in giving instruction to the students, and when the students were confused about the researcher's instruction in English, the researcher taught bilingually to make the students understand the researcher's commands and instruction.
6	Classroom situation	The researcher made some interesting exercises about the movie played for the students that made the students attracted and actively answer the questions. Cartoon movie made the students feel enjoy and no pressure in doing the exercises. The students were enthusiastic joining the lesson.
7.	Lesson plan and teaching materials.	The researcher had included scoring rubric and instruments by the evaluation stage within the lesson plan. The materials were relevant to the syllabus.

From the table above, it can be seen that there was an improvement from Cycle I to Cycle II from the points of view: classroom activity development, classroom management, the use of language, classroom situation and lesson plan.

#### **4.1.3.4 Reflection**

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

Apart from that, when the researcher reviewed what they had seen in the cartoon movie on the topic they were supposed to learn, the majority of the students were able to recall specific aspects from the movie. It was because the cartoon movie pushed them to be relaxed, which allowed them to learn how to speak. It allowed pupils to enjoy themselves while putting no pressure on them to complete the exercises. They become more active as a result of their ability to respond to inquiries and complete activities assigned by the researcher. It was due to the fact that the cartoon movie provided an easy way to learn all of the questions

and answers. They paid close attention to the cartoon movie and are therefore well prepared to answer the questions.

There were also some gains in the students' ability to communicate verbally. The students were more adept at employing the vocabulary words in their discussions. In addition, the kids have a better understanding of the grammar. It was demonstrated by the students' exercises on their worksheet, which contained just a small number of errors in identifying the sentences in question. The students' pronunciation, intonation, and fluency all improved as a result of the program. The number of kids who are able to correctly enunciate specific terms has grown.

The following are examples of issues that can be resolved in the context of speaking learning and the teaching process in the classroom:

- (1) Students have difficulties deciphering the meaning of the sentences.
- (2) The students' unwillingness to enunciate the words appropriately on their own.
- (3) The students' inability to pronounce the words with the proper tone and fluency, among other things.
- (4) The class was dead; pupils were bored, and as a result, they became inactive in the teaching-learning process.
- (5) There was a lack of attention and motivation on the part of the learner.
- (6) Students were constantly conversing with one another or engaging in class activities.

As a result of the limited time available and the findings of Cycle II, which indicated that all interventions were successful in improving the

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

## **4.2 Discussion**

### **4.2.1 Discussion of Cycle 1**

In addition to the observations and interviews that were performed during the implementation and reflection, speaking assessments were also undertaken to quantify the improvements in the students' speaking abilities in order to ensure the validity of the data collected. Fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension were some of the indicators developed by the researcher to assess speaking performance in various situations. In the end, the researcher and collaborator came to a conclusion about Cycle I's findings after reflecting on the actions that had been implemented and scoring the students' oral presentations. During the implementations of this cycle, there were some successful and some unsuccessful acts carried out. They were:

#### **a. Successful actions**

- This activity helped students understand the materials more easily because they were watching a cartoon movie. - The objectives of using cartoon movies as teaching media to provide appropriate models of

English for students and to present the real context of communication were successfully accomplished.

- By incorporating English language into classroom activities and communicative speaking activities, students were given additional opportunities to practice the target language in a practical situation. -
- 
- As a result of the more varied and fascinating classroom activities, students' enthusiasm and interest in studying English have grown significantly.
- Some students were able to accurately enunciate words and apply appropriate intonation.
- While participating in a dialogue, students were able to express themselves with confidence.

**b. Unsuccessful actions**

- It was difficult for the pupils to understand the work since they had to fill in the blanks with language from the cartoon movie that was playing and they were only given three chances to do so.
- As a result of the cartoon movies being segregated and played individually, the students considered the cartoon movies to be rather perplexing.
- During the preparation for the movie-watching session, there were some technical difficulties. Those issues involving the LCD and speakers were

only barely distinguishable over the background noise. As a result, the preparation process took a long time.

- Some students continue to enunciate words incorrectly.
- Some students were still having difficulty deciding on proper words to use to describe their thoughts and ideas.
- Some students still had poor grammatical precision, even after all this time.

The students, on the other hand, encountered a number of difficulties. A decision was reached by the researcher and collaborator to continue performing specific activities in the next cycle in order to improve students' speaking abilities.

#### **4.2.2 Discussion of Cycle 2**

With Cycle II, the researcher and the English teacher adopted several new and improved actions in the hopes of making the speaking teaching and learning process more enjoyable for both students and teacher. Following a period of reflection on the activities taken and grading the students' oral presentations, the researcher and her collaborator came to a conclusion about the findings of Cycle II. During the course of this cycle's implementation, there were various enhancements made. They were as follows: It was successful in accomplishing the objectives of employing cartoon movies as instructional media to give appropriate examples of English for students and to convey the real-world context of

communication. (2) Because the cartoon video had been edited and played as a continuous sequence, students found it entertaining and simpler to comprehend. (3) There were no technological difficulties encountered throughout the preparation of the movie-watching activity, which resulted in the activity being quite quick. (4) Students were able to quickly comprehend the materials after participating in the movie watching exercise. (5) Through the employment of the English language in the classroom and communicative speaking activities, students were given additional opportunity to practice the target language in a real-life context. (6) The students' enthusiasm and interest in learning English have risen as a result of a more diversified and fascinating curriculum and classroom activities. (7) The large number of students were able to appropriately enunciate words and employ intonation. Eighth, when they conducted dialogues, the students were able to talk with confidence and fluency. (12) The students could use appropriate language to explain their opinions. (100) Students' grammatical accuracy and comprehension improved as a result of the program.

The speaking assessments, which were undertaken in addition to the observations and interviews that were conducted during the implementation and reflection, were carried out to measure the improvements in students' speaking abilities as well as to support the validity and reliability of the data. Fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension were some of the indicators

developed by the researcher to assess speaking performance in various situations. In light of the limited time available and the findings of Cycle II, which indicated that all interventions were successful in improving the students' oral communication skills and that the research's overall goal had been achieved, the collaborator and the researcher agreed to conclude the research in this cycle.

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



improvement. In conclusion, the use of cartoon movie was proven to be effective to improve the students' speaking skills.

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