DEVELOPING SPEAKING SKILL OF GRADE XI STUDENTS AT SMA NEGERI 8 PALU THROUGH ENGLISH CARTOON FILM

SARLOTAN

SKRIPSI

Submitted as a Partial Fulfillment of the Requirements for Bachelor Degree
at English Education Study Program
Department of Language and Art Education
Faculty of Teaching Training and Education
Tadulako University

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHING TRAINING AND EDUCATION
TADULAKO UNIVERSITY
PALU
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2023

MENGEMBANGKAN KETERAMPILAN BERBICARA SISWA KELAS XI SMA NEGERI 8 PALU MELALUI FILM KARTUN BERBAHASA INGGRIS

Oleh

SARLOTAN
A12119221

SKRIPSI

Diajukan sebagai salah satu syarat untuk mendapatkan gelar sarjana
Pada Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Tadulako

ENGLISH EDUCATION STUDY PROGRAM
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2023

APPROVAL

DEVELOPING SPEAKING SKILL OF GRADE XI STUDENTS
AT SMA NEGERI 8 PALU THROUGH ENGLISH CARTOON FILM

By :

Sarlotan

A12119221

Has fulfilled the requirements and passed Skripsi Examination,

Approved by:

Supervisor	Cosupervisor
Dr. Mawardin M. Said, M.Hum.	Maf'ulah, S.Pd., M.Pd
NIP. 196812312008011201	NIP. 198106262007102006

Acknowledged by :

Coordinator of English Education Study Program

Dr.Hj. Rofiqoh, M.Ed
NIP. 196707151993032002

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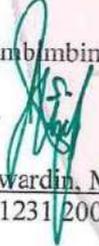
Oleh:
**SARLOTAN**
A12119221

SKRIPSI
Untuk memenuhi satu syarat guna memperoleh gelar Sarjana pada
Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
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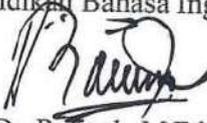**Kamis, 27 Juli 2023**

Pembimbing I

Dr. Mawardin, M. Hum
NIP. 19681231 200801 1 201

Pembimbing II
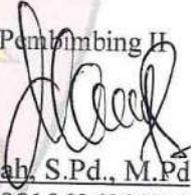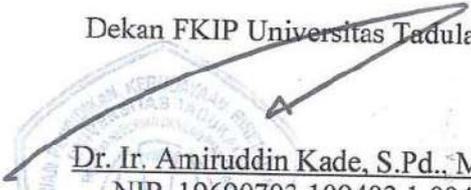
Maf'ulah, S.Pd., M.Pd
NIP. 198106262007102006

Mengetahui,
Koordinator Program Studi
Pendidikan Bahasa Inggris

Dr. Rofiqoh, M.Ed
NIP. 19670715 199303 2 002

Dekan FKIP Universitas Tadulako

Dr. Ir. Amiruddin Kade, S.Pd., M.Si
NIP. 19690703 199403 1 004

MOTTO:

I can do all things through Christ who strengthens me.

(Philippians 4:13)

Dedicated to:

My beloved parents, family and friends.

ABSTRACT

The purpose of this study is to find out whether using English Cartoon films can be used to develop speaking skill of grade XI students at SMA Negeri 8 Palu. This research used quantitative research and applied quasi experimental research as the research design. The population of this research was the XI grade students at SMA Negeri 8 Palu, consisting of 4 classes. The sample was chosen using cluster random sampling technique to select an experimental and control class. The samples were class XI IPA 3 as the experimental class and class XI IPA 1 as the control class. The researcher analyzed the data statistically in order to find out the significant different between two classes on posttest after the treatment using English cartoon film given to the experimental class. It was found that the mean scores of both the experimental and control classes on the posttest are respectively 42.31 and 30.5. Furthermore, referring to the value of the t-counted with the value of t-table, since, degree of freedom (df) =Nx+Ny-2 =49 by applying 0.05 level of significant, $T^{counted}$ (2.57974) was greater that T^{table} (2.00958). Therefore, the hypothesis of this research was accepted. In conclusion, the application of English cartoon film can be used to develop speaking skill of the grade XI students at SMA Negeri 8 Palu.

Keywords: Speaking skill, English Cartoon Film

ABSTRAK

Tujuan dari penelitian ini untuk membuktikan apakah penggunaan Film Kartun Berbahasa Inggris mampu mengembangkan kemampuan berbicara siswa kelas XI di SMA Negeri 8 Palu. Penelitian ini menggunakan penelitian kuantitatif dan menerapkan desain penelitian quasi experimental. Populasi dari penelitian in adalah siswa kelas XI di SMA Negeri 8 Palu yang terdiri dari 4 kelas. Pemilihan sampel penelitian ini menggunakan teknik cluster random sampling. Sampelnya adalah kelas XI IPA 3 sebagai kelas ekperimen dan kelas XI IPA 1 sebagai kelas control. Penelitian ini dianalisa secara statistik untuk mengetahui perbedaan yang signifikan antara dua kelas pada posttest setelah perlakuan menggunakan Film Kartun Berbahasa Inggris yang diberikan kepada kelas eksperiment. Ditemukan bahwa nilai rata-rata dari kedua kelas eksperimen dan control pada posttest masing-masing adalah 42.31 dan 30.5. selanjutnya, mengacu pada nilai t-counted dengan nilai t-table (2.00958), menunjukan (df) =Nx+Ny-2 =49 dengan penerapan taraf signifikan 0.05.nilai t-counted (2.57974) lebih tinggi dari nilai t-table. Oleh karena itu, hipotesis dari penelitian ini telah diteriman. Kesimpulannya, penerapan Film Kartun Berbahasa Inggris dapat digunakan untuk mengembangkan keterampilan berbicara siswa kelas XI di SMA Negeri 8 Palu.

Kata Kunci: Kemampuan Berbicara, Film Kartun Berbahasa Inggris

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CHAPTER 1

INTRODUCTION

1.1 Background

Speaking is the most important thing in everyday life and a basic skill. It is essential for social interaction. Speaking is the ability to articulate sounds or words to express and convey thought, idea, and feeling. Speaking can help to present ideas logically and systematically, to put them into language codes according to spoken language codesand corresponding communication context, and to pronounce them smoothly and clearly. Speaking is the basis for communication when people did social interaction with other people. Tarigan (2008:16) stated, "Speaking is the way people express or share their thought, suggestion or ideas". People need to spoken in order to communicate properly thus one can inform others of what to say.

Speaking is the one of productive skill in language teaching. Speaking skill can also particularly important to use in everyday life to communicate with other. Harmer (2007:284) asserts, "Speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language on the spot." Therefore, the speaking skill was indispensable to teaching students.

Teaching speaking to senior high school is very essential to develop student knowledge and speaking skill. Based on syllabus, the senior high school English curriculum is a continuation of the junior high school English curriculum. According to Department of Education about curriculum 2013, speaking is

important competence that student must have. Because speaking has an important role to conversation. In carried out speaking, students encountered some difficulties one about their own language. In fact, most student found it difficult to speak despite their extensive vocabulary and wrote well. The problem of afraid for the students to make a mistake. Speaking could be separated from pronunciation as it encourage learners to learn the English sounds. Teaching of speaking in curriculum 2013 still focused on increasing students' ability to use language to achieve the purpose of communication in various context, both oral and writing with a higher complexity than the material learned in junior high school, using the same approached which is a text-based approach.

Based on the preliminary observation at SMA Negeri 8 Palu, the researcher found some problem in learning English especially in speaking. some factors influence the student to speak English, are; First, the students were struggling with expressing their ideas, though and feelings. Second, they had no self-confidence to speak because they are not fluent in speaking.

One of the most effective methods is to use methods that students like, such as games, songs, films, books, etc. Film is one of the things that most of the younger generation loves. The Films combined efforts to convey information through moving imagery, camera technology, color and sound. Many films, music and books were made in English. Therefore, learning English is easy for people. We can more easily got entertainment and learn about the cultures of different regions. So if you speak English, you have accessed to a wealth of information that was otherwise be unavailable!

English Cartoon Films can be used to introduce students to a new language and developed their speaking skills during the teaching process. English Cartoon Films have important functions that teachers can use in the teaching process. This can also provided opportunities for students to develop speaking skills, new vocabulary and pronunciation, there by developed their speaking skills and made them enjoy to learn in the classroom. In addition, films can also be use to increase student motivation. In addition to this, films can be used as learning media must be selected in order to achieve learning objectives. Therefore, researchers conducted a study on "Effectiveness of English Cartoon Films in Developing English Proficiency of Grade XI students at SMA Negeri 8 Palu".

1.2 Problem Statement

Students have studied English since junior high school and expected to speak English in senior high school. But when the researcher conducted a preliminary research in July 2022, she came upon some problems in speaking of grade XI students of SMA Negeri 8 Palu and they have poor ability in speaking. Their problems in speaking are ignorance of the craft of speaking students experiences confusion in expressing their thoughts, feelings and ideas. And secondly, they don't have the confidence to speak because they're not fluent in speaking. Based on the problems above, the researcher formulated the problem statement:

"Can English Cartoon films be used to develop speaking skill of grade XI students?"

1.3 Objective of Research

Based on the problem statement, the objective of the research should correspond with the research question. Therefore, the objective quantitative is different from qualitative, since the research applied experimental design, the objective of this research is to find out whether or not using English Cartoon films can develop speaking skill of grade XI students at SMA Negeri 8 Palu.

1.4 Scope of Research

In this research, the researcher limits the scope. She focused on developing students' speaking skill especially in fluency and appropriacy. In this case, the researcher used English Cartoon films as media teaching to develop their speaking skill especially in explaining English cartoon film.

1.5 Significance of the Research

The researcher hopes that result of the research gave a contribution for the students, for the Teacher and for the other Researchers. First for the students are expected to have good development in speaking skill, students became brave and confidence in speaking English and students can developed their communicative competence and use English to interact and communicate. Second, for the teacher, teachers are able to increase in teaching speaking, The result can became an input to determine the step and strategy for teaching-learning speaking, and as a reference for teaching method to help developed students' speaking abilities. The last for other researchers, this research can contributed as a good reference for other research, especially on the same topic as this researcher did, for their reference material in the future when they became a teacher, and as reference

material for researchers to be more sensitive and concerned about the comfort of students in improving and increasing their dialogue skills by using media that can attracted the attention of students.

1.6 Operational Definition of Key Terms

The researcher presents some definition of terms in this research in order to see the readers.

1. Developing is any structured and measurable activity and is done to improve learning ability.

2. Speaking skill is the ability to communicate effectively and give us to communicate information verbally and in a way that listener can understand and also a basic skill that each person has in order to convey idea or thoughts to others.

3. English cartoon film is one of the media that can be used as an easy to understand and make learning more enjoyable because many of characters in a cartoon capture audience attention and can developed students' motivation in developing their English skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Previous Studies

In this research, the researcher summarizes some findings from the other researchers who have conducted previous research. First, The research was conducted by Fitri (2022) with the title *The using Animation Video as Audio-visual Media towards Students' Speaking Skill at the Tenth grade of SMA Negeri Plus Riau.* The research was conducted to determine the effect of using Animation video as audio-visual media on students' speaking skill, which could improve not only students' abilities but also motivation and learning activities in the classroom. The researcher found that the significant effect of using animation videos as audio-visual media on learning to speak at SMAN Plus Riau Province where the eta-squared value wa 0.179 with a large effect category, so the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Secondly, the research was conducted by Fitri, Darmawan, Siagiayanto (2022) with the title *Developing Animation Videos as Learning Media for Students Speaking Ability in Describtion Text on Junior High School 2 Metro.* The researchers were conducted learning to use animated videos is useful for learning because it makes it such easier for students to memorize a dialogue and repeat it at times when they remember the animated video and when they speak English thus the students' English are in greater development.

And last related research was conducted by Radhiyani (2022) with the title *Using Cartoon Film to Enrich the Vocabulary Command of the Students of SLTPN 1 Bulukumba.* The researcher was conducted find out whether the use of English cartoon film was able to enrich the students' vocabulary of the third year students at SLTPN 1 Bulukumba. The researcher used method pre-experimental which involved one class pretest and posttest design. The instrument was used a vocabulary test. To analyze the data, a t-test was used. The mean score of the pretest is 4.94 and the posttest is 7.30. The result of the t-test analysis shows that the value of the t-test (13.07) is greater than the value of the t-table (2.045) at the level of significance. 0S with a degree of freedom 29. It means that there is a significant difference between the result of the students' pretest and the posttest. It is concluded that the use of cartoon film is an effective medium to improve the vocabulary command of the students of SLTPN 1 Bulukumba.

After reading and understanding previous research, the researcher found similarities and difference between the previous studies. The three previous studies use the same media teaching which are video animation and cartoon film. While the differences studies. First, Fitri using video animation to improve students' speaking skill at the Tenth grade of SMA Negeri Plus Riau. Second, Fitri, Darmawan, Siagiayanto use animation videos as media learning for developing students' speaking ability in describtion text on junior high school 2 Metro. And the last researcher use the cartoon film to improve the vocabulary command of the students of SLTPN 1 Bulukumba. Furthermore, this research also has differences with the researchers. In this research, the researcher was

apply the English cartoon film to develop students' speaking skill of XI grade at SMA Negeri 8 Palu.

2.2   Literature Review

2.2.1 Speaking Skill

2.2.1.1 Definition of Speaking

Speaking is a process to get and give information with other people. according to Hughes (2007), speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speakers of a language. According to Richard and Renandya (2002,204), "Speaking is used to establish social interaction with individuals." From some of the expert's statements above, the researcher could conclude that speaking is a communication skill using language. By speaking a person could convey and express ideas, opinions, and feelings to others and could respond to what others convey. Simply stated, speaking could be said as an important aspect of living a social life because it is a medium for exchanging information.

2.2.1.2 Components of Speaking

Students who want to speak well have to know the components of speaking before they practice the English language. Reno (2019) states, "The components of speaking are very important to know by the students because it could improve the students speaking skill." There are some components of speaking that the students should master in conveying ideas. According to Heaton(1998), there are three components of speaking that should be developed by the students. They are fluency, appropriacy, and accuracy.

2.2.1.2.1 Fluency

Fluency is a system that gives information quickly and with skill. Fluency is the ability to talk naturally and swiftly. This implies that a fluent speaker should be able to speak automatically and easily. Fluency plays a key role in speaking, so that students can speak. Fluent in English, teachers should provide motivation, counsel, and then request practice. According to Thornbury (2005), "Fluency is the length of run, in speaking and doing communication with the other one the speaker just takes only minimal pauses for breath." Richards (2009:14) states, "Fluency is natural language use occurring when speaker use in meaningful interaction and maintain comprehensible and on going communication despite limitations in his or her communicative competence." It means, in communicating, speaker just take a few seconds to stop to take breath, before continuing communication to each other.

2.2.1.2.2 Appropriacy

Another component in speaking skill is appropriacy. Appropriacy is one of the most important factor in communication. appropriacy is the process of understanding in speaking. We do not automatically speak well. Our speech must be understandable. Harmer (2007) states, if two people want to have communication, they have to be speaking because of different information they have. Bad communication occurs when people still confused with the information resived. Based on the statement, appropriacy takes an important place in doing communication and the ability to understand the speech of speaker is, and it could understand by the listener.

2.2.1.2.3 Accuracy

Accuracy is one of the components of speaking skill which is regarded and important. The measurement of accuracy can be viewed from good pronunciation when speaking. Not only about pronunciation accuracy also about structure of the speaker. Brown (2001:268) states, "Accuracy is achieved to some extent by allowing students to focus on the elements of phonology and grammar." In addition,. Significally, speaking English accurately means doing without or with few errors or not only grammar bt vocabulary and pronunciation as well." In interactive communication, accuracy is important in order to understand the core message given by the speaker. However, in teaching speaking, the aspect of accuracy should be applied at the second place. In short, this is not argue which component is more important than others, but considering the process of language acquisition particularly in speaking.

2.2.1.3 Advice of Speaking skill

Speaking is an interactive process that get and give information through oral communication. There are two types of spoken language , there are dialogue and monologue. Both of them very importance to express and to communicate each other.

2.2.1.3.1 Dialogue

Dialogue is a set of speaking two ways and get feedback. And also dialogue is a written or spoken conversation between two or more people. Brown (2001: 251) expresses "dialogue invoves two or more speakers that can be subdivided into those exchange that promotes social relationship (interpersonal)

and those foe which the purpose it to conveypropotional or factual information (transactional)." dialogue is a literature and a theaterikal that consists of oral or written conversations between two or more individuals. In the literary world (particularly dramas). Dialogue plays a very important role in all fiction.

2.2.1.3.2 Monologue

Monologue is speech presented by a single character. More importantly, Monologues are used in both dramatic works (drama, film, etc.). Knox (2011:11) states "Monologue as a long utterance where only one person speak while the others listening to the speaker." Monologue is a speech or composition presenting the words or thought of a single character mean single speaker or only one speaker holds the communication. Therefore, monologue is a one thing do by one person to communicate with their own.

2.2.1.4 The Importance of Speaking

Speaking has a very important role in human life. Ii daily life people communicate to each other's to express their minds, in order that to convey the message. According to Fikriyadi (2018), Human being as social creature always communicates to one another. It could be occurred with the process of interchange of the thought or ideas which include interaction. From the statement above it could conclude that speaking is the most important thing to tell ideas and get information from other people. From learners competence using the language we could measure their speaking performance whether their speaking skill successful or not.

2.2.2   English Cartoon Film

English cartoon films are sets of moving pictures made by photographing a series of cartoon drawing or sketches. which carry massages or information. By interesting humorous elements cartoon films are intended the students attention. Sudiman dan Rahardjito (2007:69) view, "Movie is a motion picture or film that produce to entertainment and tells a story". Eanglish cartoon film had big contribution for the students in learning English, as like how the native speaker pronounce the word, how they mimic their face, and alsonthey will see how the speaking. English cartoon film has very significant role to motivate the students developing their speaking skill.

2.2.2.1 The Advantages of using English Cartoon Film

English cartoon film is very effective for learning. The simple plot and the comical characters also allowed the students to enjoy watching the film. Moreover, English cartoon film could add to a knowledge we never know before and do much to add vocabulary (grammar) and slang from the dialogue expressed by the characters. According to Heru (2014) the advantages of cartoon film media as learning media are; animated film can create a deep impression on teachers or students; the sound and movement that is displayed is representation of reality. using the film in the teaching and learning process are the film is very good at describing a process, if necessary by using a slow motion, each student could learn something from the film, from the clever one or less intelligent, and films could take a child from one country to another country and from one period to another period the film could be repeated if necessary to add clarity. From the

explanation above it could concluded that film is very useful in learning English language. It could develop students' ability to speak well and solve the problem faced by the students in process of learning.

2.2.2.2 The Disadvantages of using English Cartoon Film

Disadvantages of using English Cartoon Film. according to Azhar (2001), he states that the disadvantages of using the film in the teaching and learning process are, "procurement of English Cartoon Film generally is expensive and cost a lot oftime, when the film showed, the pictures was keep changing making all students are not able to follow the information given through the film, and films not always appropriate with the needs and desired to learn objective." From the statement above, it could concluded that film have some disadvantages, first is the duration of film very long and the second of the disadvantages the students could hardly obtain information about the plot and the characters because they only focus on the film itself.

2.2.3 Developing Speaking by using English Cartoon films

2.2.3.1 Teaching Through English Cartoon Films

In teaching English, the teacher's creativity is very important. A verbal presentation all the time in the classroom was not be effective. Monotonous activities in teaching make students get bored and their attention was decrease. Therefore, any media is very helpful to support the teaching learning process. It can be used to enhance student interest and it was help to improve the retention of material given.

Cartoon Movie is a kind of movie that series of drawing and tell a story or express a message either funny and serious and play in a television type screen. Sadiman and Raharjo (2007:69) states, "Movie is a motion pictures or film that produce to entertainment and tells a story." In addition, Asyhar (2011: 45) states, "Movie could capture students' attention because contain of interest picture and familiar story." It means that cartoon movie is the use of audio visual media types into an integrated application or presentation to deliver the material in teaching and learning process. This media is complete visual media that could help to explain complicated topic in teaching and learning process. By combining text, pictures, sound and video in teaching descriptive text writing students are easier gain the ideas and information. The students could see the concrete sample from what was be displayed in the power point, for instance a specific place, person, or thing. Thus, the students are able to see clearer description about what they have to make in dialog on the paper then perform it, therefore, they was make better dialog in speaking expression of asking for and giving help.

2.2.3.2 Learning Through English Cartoon films

Films help students improve communication skills, by expanding the range of teaching methods and tools, films add versatility to the language classroom. Films can be used for follow-up activities such as interviews, debates on social issues, role plays, discourse restoration or overview, as well as conversation. Some films have an adult scene in them that is not appropriate for kids. Some films also show bad habits, such as drinking or smoking. Therefore, the teacher must filter the film before using it as media. There are three important

criteria of films for the learning process such as:

- Educational

Films watched by students should be educative for studentsand has a

correlate to the materials of English material.

- Informative

After the students watch films, the students should get a piece of new

information about something related to the English material.

- Entertaining

To attract the students' attention, the film must be entertainingthe student to

avoid the student bored with the classroom environment.

2.3 Theoretical Framework

Figure 2.1 Theoretical Framework
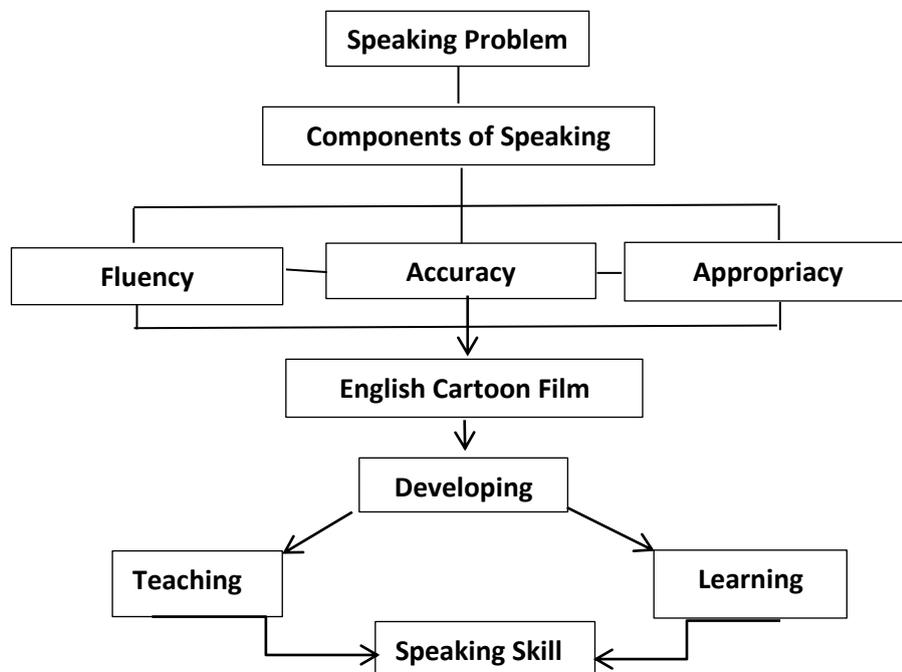
In teaching English about speaking skill, teacher should pay attention to students problem by making observation. After finding of the students' problem, researcher used the appropriate method that make students enjoy to study and fit their need. This method is using English cartoon film. Researcher used it as solution for the students' problems. English cartoon film can make students enjoy and could stop talking about the subject.

2.4   Research Hypothesis

The hypothesis of this research is formulated as follow:

a.   Alternative Hypothesis (H_1): There is significant development of grade XI students' speaking skill at SMA Negeri 8 Palu by using English cartoon film.

b.   Null Alternative (H_0): There is no significant development of grade XI students' speaking skill at SMA Negeri 8 Palu by using English cartoon film.

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CHAPTER III

METHOD OF THE RESEARCH

3.1 Design of the Research

In this research, the researcher applied quasi-experimental research as the research method. It consists of two classes namely experimental class and control class. Both classes received pretest and posttest. The treatment was given in experimental class by the researcher, while the control class was handled by another teacher. In this case, pretest, treatments, and posttest were given to the students as seen in the following formula adjust to Arikunto (2006, p.87) follows:

E	O1	X	O2
C	O3		O4

Where:
    O1 O3: Pretest   E : Ekperimental Class   X : Treatment

    O2 O4: Posttest   C : Control Class

Learning activities are designed to develop speaking skill by using English Cartoon Film as an experimental research method. This research intends to pass part of the treatment by distributing two tests and four processing methods to measure the impact students have after treatment.

3.2 Population and samples

3.2.1 Population

The population in this research is the XI grade students of SMA Negeri 8 Palu. Four classes were held. Students from 4 classes were the total number of the population. The total population was as following :

Table 3.1 Population and Sample

Class	Total Students
XI IPA 1	225 Students
XI IPA 2	227 Students
XI IPA 3	226 Students
XI IPS	317 Students
TOTAL	**195 Students**

3.2.2 Samples

Sample is a small class taken from a larger population to measured. The ideal sample should be representative so that the results of the research can be generalized to the whole population. In order to acquire the ideal sample from the population, the researchers used the cluster random sampling technique. In this research, the researcher voted the classes with online application *Lucky Wheel Lucky Draw*. Students of class XI IPA 3 chosen to be the experimental class and students of class XI IPA 1 chosen to be the control class.

3.3 Variable of the Research

This research includes two variables that are independent variable and dependent variable. The independent variable was speaking skill. In this research, the researcher used a shorted film with a duration of 3-12 minutes. The kinds of film used were English cartoon films as learning media by paying attention to the level of student skill, the language used, and the content of the film. The dependent variable was watching an English Cartoon Film.

3.4 Procedure of Data Collection

3.4.1 Testing

3.4.1.1 Pretesting

The pretest was done before giving any action. Aimed to measurethe extent to which students speaking. The researcher distributed the speaking test to students in the class. In this test, the researcher gave several questions to students with the general questions about themselves. To make it easier for students to do the instruction, the researcher first gave an example by answer some questions. Next, the students answered the pre- test questions in front of class.

3.4.1.2 Posttesting

After giving treatment, the researchers finally returned to give a speaking test in the form of a posttest to test their abilities after treatment. The researcher instructed each student to answer some questions similar with pretest question which were general questions about themselves and about spoken English and the films they

have watched in front of the class.

3.4.2 Treatment

After the pretest, the researcher gave treatment to the students. The researcher used English cartoon film in developing students' speaking skill for six meetings. The researcher prepared several films to develop the speaking skills of students. The total of topics were six. For details it could be seen as follow:

Table 3.2 Teaching Outline

Meeting	Topic	Teacher	Students
1st (Meeting)	Pretest and English cartoon film The Reflection in me.	1. Checked the attendance list 2. Gave the students pretest 3. After the pretest, the teacher gave first treatment to students that is English cartoon film with the tittle "Reflection in me". 4. Asked some questions related to the film. 5. Told the learning objective. 6. Explained about film "The Reflection in me". Play the film and Asked the students to observe the film. 7. Asked students to exercise and guided them. 8. Asked the students with some question about "Reflection in me" - Who is the main idea talked to? - What did she say to herself?	1. Paid attention to teacher. 2 Answered the teacher questions. 3 Listened to the teacher. 4 Observed the film. 5 Answered the exercise. 6 Observed the film. 7 Answered the questions that was given by the researcher. 8 Retell the storyline of the film and practice speaking skill.

		- What moral message can we learned from this film?	
2nd (Meeting)	English cartoon film The Reflection in me.	1. Checked the attendance list 2. Gave the students pretest 3. After the pretest, teacher gave first treatment to students that is English cartoon film with the tittle "Reflection in me". 4. Asked some questions related to the film. 5. Told the learning objective. 6. Explained about film "The Reflection in me". Play the film and Askeded the students to observe the film. 7. Asked students to exercise and guided them. 8. Asked the students with some question about "Reflection in me" 9 Who is the main idea talked to? 10 What did she say to herself? What moral message can we learned from this film?	1. Paid attention to teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill..
3rd (Meeting)	English cartoon film Beauty and the Beast	1. Asked students about the previous material 2. Gave some questions related the topic. 3. Told students about learning objective. 4. Explained about English	1. Paid attention to teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the

		cartoon film Beauty and the Beast 5. Played the film and asked students to observe the film. 6. Asked students did exercise and guide them. 7. Asked the students with some question about "Beauty and the Beast" 11 Who lives in the castle? 12 Why are other people afraid of beast? 13 What did the beast do after beauty rejected his love? 14 And what happened when beauty agrees to marry beast?	film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill.
4th (Meeting)	English Cartoon Film Cosmos Laundromat	1. Asked students about the previous material 2. Asked some question related to the film. 3. Told the learning objective. 4. Explained about English Cartoon Film Cosmos Laundromat Play the film and asked the students to observe the film. 5. Asked students to exercise and guided them. 6. Asked the students with some question about "Cosmos Laundromat" 9. What animal plays the character in the film? 10. What are names character of the two characters in the film? 11. What fate gave to Frank?	1. Paid attention to teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill.
5th		1. Asked students about the	1. Paid attention to

(Meeting)	English cartoon film Sprite Fright	previous material 2. Asked some question related to the film. 3. Told the learning objective. 4. Explained about the English Cartoon Film Sprite Fright. 5. Played the film and asked the students to observe the film. 6. Asked students to exercise and guided them. 9. Asked the students with some question about "Sprite fight" 10. What are they doing in the forest? 11. What did they see and shocked them? 12. What did the mushrooms do to them?	teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill.
6th (Meeting)	English Cartoon Film Hair Love	1. Asked some question related to the film. 2. Told the learning objective. 3. Explained about English Cartoon Film Hair Love. 4. Played the film and asked the students to observe the film. 5. Asked the students with some question about "Hair Love" 9. What does the character's hair look like in the film? 10. What did she do to style her hair? 11. Did she manage to style her own hair? 12. Who helped her do her hair?	1. Paid attention to teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill.

		13. Did her father manage to style her hair?	
7th (Meeting)	English Cartoon Films Snow White and the Seven Dwarfs	1. Asked some question related to the film. 2. Told the learning objective. 3. Explained about The Last Belle. 4. Played the film and Asked the students to observe the film. 5. Asked students to exercise and guided them. 6. Asked the students with some question about "Snow White and the Seven Dwarfs" 9. What does the Queen ask her morror every day? 10. Why was the Queen very angry one day? 11. What is the Queen planning to do with Snow white? 12. Who succeeded in making snow white come back to life?	1. Paid attention to teacher. 2. Answered the teacher questions. 3. Listened to the teacher. 4. Observed the film. 5. Answered the exercise. 6. Observed the film. 7. Answered the questions that was given by the researcher. 8. Retell the storyline of the film and practice speaking skill.
8th (Meeting)	Posttest	1. Checked the attendance list 2. Gave the posttest to the students	1. Paid attention to the teacher. 2. Did the posttest

3.5   Instrument of the Research

In collecting the data, the researcher used a test as the instrument of the research. The instruments were applied by the researcher were pretest and posttest. Pretest was given to the students to measure their pre-speaking ability before getting the treatment. It was given conducting the treatment while posttest was givento the

students by the researcher to measure the students' speaking ability after the treatment.

3.5.1   Tests

There were two things refer to the research instrument, namely the speaking test, the speaking test which was given in the form of a pretest consisted about self-introduction, their idol, and about English cartoon film And posttest similar with pretest which about English cartoon film they have watched).

Those assessment criteria explained by J.B. Heaton (1998) as followed:

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follow. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery,	Only small bits (usually shorts sentence and phrase) could be understood and then with the

	almost gives up making the effort at times, limited range of expression.	considerable effort by someone who is used to listen to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:p100)

Table 3.4 Classification Score for Test

No.	Score	Category	Qualification
1	91-100	Excellent	Successful
2	81-90	Very good	Successful
3	76-80	Good	Successful
4	70-75	Average	Successful
5	26-69	Poor	Failed
6	0 – 25	Very poor	Failed

The percentage and the mean score of the students' scores on speaking test both one pretest and posttest was calculated by using Microsoft excel, Paper and pencil.

3.6   Techniques of Data Analysis

To identify the abilities of students, the researcher computed the individual

score by using the formula proposed by Arikunto (2013, p.315) as follows:

$$M = \frac{\Sigma x}{N}$$

Where :
M   = Standard score
Σx = Obtained score
N   = Number of students

After calculating the mean score of the students, the researcher calculated the sum of squared deviation of both pretest and posttest classes. It was calculated by using the formula proposed by Arikunto (2013, p.355) as follows:

$$\Sigma X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

Where:
ΣX^2 = The sum of squared deviation of experimental class
ΣY^2 = The sum of squared deviation of control class
N   = Total number of students
Σx = The sum of deviation of experimental class
Σy = The sum of deviation of control class

After calculating the sum of square deviation of both classes, the researcher calculated the t-counted by using the following formula, proposed by Arikunto (2013, p.354):

$$t = \frac{MX - MY}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

MX = Mean deviation of experimental class
MY = Mean deviation of control class
ΣX^2 = The sum of squared deviation of experimental class
ΣY^2 = The sum of squared deviation of control class
Nx = Total number of students in experimental class
Ny = Total number of students in control class

3.7 Testing hypothesis

The research hypothesis is to find out whether the treatment is accepted or rejected. It must be tested based on result of data analysis. When the t-counted is higher than t-table, it means that hypothesis is accepted and the treatment is successful to develop students' speaking skill. Whereas if the t-table is higher than t-conted, it means that hypothesis is rejected and the treatment did not successful to develop students' speaking skill.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

In this chapter, the researcher explained the sequence of activities that have been conducted during the research. The instruments that were explained in the previous chapter had been used in this research.

4.1 Results

The testing very much helped the researcher to present and discuss the result of this research. The researcher presented test and result of the treatment in this chapter. In addition, the researcher provided table of pretest, posttest, and deviation score.

4.1.1   Results of the Test

In presented of the data, the researcher analyzed the data from pretest and posttest in order to prove whether or not the use of the English cartoon film can give a good contribution in teaching English to the students. The test was done by class XI IPA 3 and XI IPA 1 at SMA Negeri 8 Palu. The researcher divided those classes into experimental and control class. Class XI IPA 3 was as experimental class and XI IPA 1 was as control class. They were chosen by using cluster random sampling.

4.1.1.1 Results of the Pretest

Before giving the treatment, the researcher tested the students. This test

called pretest. It was conducted by the researcher on January 20th, 2023. In the

pretest, the researcher asked students several questions. This test was administered in

order to measure the students' prior speaking skill. The result of pretest is presented

in following table:

Table 4.1

Students Individual Scores of the Experimental Class on Pretest

No.	Initial	Scores					Category	Qualification
		Fluency	Appropriacy	Obtained	Maximal	$T = \dfrac{obtained \; x \; 100}{maximal}$		
1	A	1	1	2	8	25	Very poor	Failed
2	AF	2	2	4	8	50	Poor	Failed
3	AIJ	1	1	2	8	25	Very Poor	Failed
4	Ak	1	1	2	8	25	Very poor	Failed
5	Arl	2	2	4	8	50	Poor	Failed
6	AR	1	1	2	8	25	Very poor	Failed
7	AS	1	1	2	8	25	Very poor	Failed
8	BSRH	1	1	2	8	25	Very poor	Failed
9	BR	1	1	2	8	25	Very poor	Failed
10	C	1	1	2	8	25	Very poor	Failed
11	CSB	1	1	2	8	25	Very poor	Failed
12	E	2	2	4	8	50	Poor	Failed
13	EF	3	3	6	8	75	Average	Successful
14	MA	4	4	8	8	25	Very poor	Failed
15	MD	1	1	2	8	100	Excellent	Successful
16	NH	3	3	6	8	75	Average	Successful
17	NPS	2	2	4	8	50	Poor	Failed
18	P	2	2	4	8	50	Poor	Failed
19	RA	1	1	2	8	25	Very poor	Failed
20	S	1	1	2	8	25	Very poor	Failed
21	SD	3	3	6	8	50	Poor	Failed
22	SDS	3	3	6	8	75	Average	Successful
23	VH	3	3	6	8	75	Average	Successful
24	W	2	2	4	8	25	Poor	Failed
25	WN	1	1	2	8	50	Poor	Failed
26	Y	1	1	2	8	25	Very poor	Failed
Total		44	44	88		1100		
Mean		1.69	1.69	3.38		42.31	Poor	Failed

Table 4.1 shows there are 12 students, which indicate in the category very poor, only 1 student in category Excellent, 8 students in category poor, 4 students in category average, and no one in category very good. It is because of some problem faced by the students, for instace, those are ignorance of the craft of speaking students experiences confusion in expressing their thoughts, feelings and ideas. And secondly, they don't have the confidence to speak because they're not fluent in speaking. It can be look at table 4.1 that the total score of the students' in the class is 88, and then the researcher divided it to get the mean score with number of students 26. The result is 3.38. moreover, in this table, the researcher also provided the total scores' of fluency, it is 44 then the researcher divided it with 26 students and the result shows 1.69. the same as fluency, the researcher counted the students' total score in appropriacy, it is 44 and divided it with 26 students and the result shows 1.69. The important one is about the total score of fluency and appropriacy. The researcher multicated the obtain score with the score 100 and divided with the maximal score. The result is 1100 and divided with 26 becomes 42.31. in order to find out the mean score of the students, the researcher applied the mean formula. Thus, the computation of experimental class mean score in pretest score based on the following formula:

$$M = \frac{\Sigma x}{N}$$
$$M = \frac{1100}{26}$$
$$M = 42.31$$

Table 4.2

Students Individual Scores of the Control Class on Pretest

No.	Initial	Scores					Category	Qualification
		Fluency	Appropriacy	Obtained	Maximum	$T = \dfrac{obtained \times 100}{maximal}$		
1	A	1	1	2	8	25	Very poor	Failed
2	Ab	2	2	4	8	50	Poor	Failed
3	AF	1	1	2	8	25	Very poor	Failed
4	AM	1	1	2	8	25	Very poor	Failed
5	Ar	2	2	4	8	50	Poor	Failed
6	BS	1	1	2	8	25	Very poor	Failed
7	C	1	1	2	8	25	Very poor	Failed
8	D	2	2	4	8	25	Very Poor	Failed
9	DS	1	1	2	8	25	Very poor	Failed
10	F	2	2	4	8	25	Verty Poor	Failed
11	G	2	2	4	8	25	Very Poor	Failed
12	HR	1	1	2	8	50	Poor	Failed
13	I	1	1	2	8	75	Average	Successful
14	IA	1	1	2	8	25	Very poor	Failed
15	MAB	4	4	8	8	100	Excellent	Successful
16	MPS	3	3	6	8	75	Average	Successful
17	MRR	2	2	4	8	50	Poor	Failed
18	MS	2	2	4	8	50	Poor	Failed
19	N	1	1	2	8	25	Very poor	Failed
20	NA	1	1	2	8	25	Very poor	Failed
21	NP	1	1	2	8	50	Poor	Failed
22	NR	1	1	2	8	75	Average	Successful
23	R	1	1	2	8	75	Average	Successful
24	RP	1	1	2	8	25	Very poor	Failed
25	W	2	2	4	8	50	Poor	Failed
Total		30	31	61		762.5		
Mean		1.2	1.24	2.44		30.5	Poor	Failed

Table 4.2 shows there are 13 students, which indicate in the category very poor. Only 1 student in category Excellent, 7 students in category poor, 4 students in category average, and no one in category very good. It is because of some problem faced by the students, for instance, those are ignorance of the craft of speaking students experiences confusion in expressing their thoughts, feelings and ideas. And secondly, they don't have the confidence to speak because they're not fluent in speaking. It can

be look at table 4.2 that the total score of the students' in the class is 61, and then the researcher divided it to get the mean score with number of students 25. The result is 2.24. moreover, in this table, the researcher also provided the total scores' of fluency, it is 30 then the researcher divided it with 25 students and the result shows 1.2. the same as fluency, the researcher counted the students' total score in appropriacy, it is 31 and divided it with 25 students and the result shows 1.24. The important one is about the total score of fluency and appropriacy. The researcher multicated the obtain score with the score 100 and divided with the maximal score. The result is 762.5 and divided with 25 becomes 30.5. in order to find out the mean score of the students, the researcher applied the mean formula. Thus, the computation of control class mean score in pretest score based on the following formula:

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{762.5}{25}$$

$$M = 30.5$$

By looking at the results of both classes in the pretest, it can be said that speaking skill of grade XI students at SMA Negeri 8 Palu before getting the treatment was low and still needed to be developed.

4.1.1.2 Result of the Posttest

After giving the treatment, the researcher administered test to the students. It was called posttest. It was conducted on February 28th, 2023. The result of posttest is

presented in the following table:

Table 4.3

Students Individual Scores of the Experimental Class on Posttest

No.	Initial	Scores					Category	Qualification
		Fluency	Appropriacy	Obtained	Maximal	$T = \frac{obtained \times 100}{maximal}$		
1	A	1	2	3	8	37.5	Poor	Failed
2	AF	4	4	8	8	100	Excellent	Successful
3	AIJ	1	3	4	8	50	Poor	Failed
4	Ak	1	1	2	8	25	Very Poor	Failed
5	AR	6	3	6	8	75	Average	Successful
6	Arl	2	3	5	8	75	Average	Successful
7	AS	3	3	3	8	75	Average	Successful
8	BSRH	1	2	4	8	37.5	Poor	Failed
9	BR	2	4	2	8	75	Average	Successful
10	C	1	2	3	8	37.5	Poor	Failed
11	CSB	1	2	3	8	37.5	Poor	Failed
12	E	3	3	4	8	75	Average	Successful
13	EF	2	3	5	8	62.5	Poor	Failed
14	MA	2	2	4	8	50	Poor	Failed
15	MD	1	3	4	8	100	Excellent	Successful
16	NH	3	7	5	8	87.5	Very Good	Successful
17	NPS	3	4	7	8	62.5	Poor	Failed
18	P	2	4	6	8	75	Average	Successful
19	RA	2	3	5	8	62.5	Poor	Failed
20	S	1	2	3	8	37.5	Poor	Failed
21	SD	3	3	6	8	75	Average	Successful
22	SDS	3	3	6	8	75	Average	Successful
23	VH	3	3	6	8	75	Average	Successful
24	W	1	2	3	8	37.5	Poor	Failed
25	WN	2	3	5	8	62.5	Poor	Failed
26	Y	3	4	7	8	87.5	Very Good	Successful
	Total	50	71	122		**1700**		
	Mean	1.92	2.73	4.69		**65.38**	Poor	Failed

After getting the treatment conducted in six meetings, table 4.3 shows there is only 1 student, which indicate in the category very poor, 2 students in category excellent, 12 students in category poor, 9 students in category average, and 2 in category very good. The result above indicates that English cartoon film can develop the students speaking skill. The increase of the the mean score of experimental class

students reveal that their ability in performing speaking skill was developed. It can be look at table 4.3 that the total score of the students' in the class is 122, and then the researcher divided it to get the mean score with number of students 26. The result is 4.69. moreover, in this table, the researcher also provided the total scores' of fluency, it is 50 then the researcher divided it with 26 students and the result shows 1.92. the same as fluency, the researcher counted the students' total score in appropriacy, it is 71 and divided it with 26 students and the result shows 2.73. The important one is about the total score of fluency and appropriacy. The researcher multicated the obtain score with the score 100 and divided with the maximal score. The result is 1700 and divided with 26 becomes 65.38. in order to find out the mean score of the students, the researcher applied the mean formula. Moreover, the last mean score of experimental class in posttest could be compute as follows:

$$M = \frac{\Sigma x}{N}$$
$$M = \frac{1537.5}{26}$$
$$M = 59.13$$

Table 4.4

Students Individual Scores of the Control Class on Posttest

No.	Initial	Scores					Category	Qualification
		Fluency	Appropriacy	Obtained	Maximum	$T = \frac{obtained \; x \; 100}{maximal}$		
1	A	1	1	2	8	25	Very Poor	Failed
2	Af	2	2	3	8	50	Poor	Failed
3	Ak	1	3	2	8	37.5	Poor	Failed
4	AF	1	1	3	8	25	Very Poor	Failed
5	AM	1	1	2	8	25	Very Poor	Failed
6	BS	1	2	3	8	37.5	Poor	Failed
7	C	1	1	2	8	25	Very Poor	Failed
8	D	2	2	4	8	50	Poor	Failed
9	DS	1	1	1	8	25	Very Poor	Failed
10	F	1	2	3	8	37.5	Poor	Failed
11	G	2	3	6	8	62.5	Poor	Failed
12	HR	3	3	6	8	75	Average	Successful
13	I	3	3	6	8	75	Average	Successful
14	IA	2	3	5	8	75	Average	Successful
15	MAB	4	4	8	8	100	Excellent	Successful
16	MPS	2	2	4	8	50	Poor	Failed
17	MRR	3	3	6	8	75	Average	Successful
18	MS	1	2	3	8	37.5	Poor	Failed
19	N	1	1	2	8	25	Very Poor	Failed
20	NA	1	2	3	8	37.5	Poor	Failed
21	NP	2	2	4	8	50	Poor	Failed
22	NR	3	4	7	8	87.5	Very Good	Successful
23	R	2	3	5	8	62.5	Poor	Failed
24	RP	1	1	2	8	25	Very Poor	Failed
25	W	1	1	2	8	25	Very Poor	Failed
Total		43	53	93		**1187.5**		Failed
Mean		1.72	2.12	3.72		**47.5**	Poor	Failed

Table 4.4 shows there are 8 students, which indicate in the category very poor. Only 1 student in category excellent, 11 students in category poor, 4 students in category average, and 1 student in category very good. the result The result above showed that there also any development but no as great as the development in experimental class. It can be look at table 4.4 that the total score of the students' in the class is 93, and then the researcher divided it to get the mean score with number

of students 25. The result is 3.72. moreover, in this table, the researcher also provided the total scores' of fluency, it is 43 then the researcher divided it with 25 students and the result shows 1.72. the same as fluency, the researcher counted the students' total score in appropriacy, it is 53 and divided it with 25 students and the result shows 2.12. The important one is about the total score of fluency and appropriacy. The researcher multicated the obtain score with the score 100 and divided with the maximal score. The result is 1187.5 and divided with 25 becomes 47.5. in order to find out the mean score of the students, the researcher applied the mean formula. Moreover, the last mean score of control class in posttest could be compute as follows:

$$M = \frac{\Sigma x}{N} = \frac{1187.5}{25} = 47.5$$

4..1.1.3 Result of the Treatment

The researcher had applied treatment in experiment class which was XI IPA 3. The treatment was applied for six meetings. English cartoon film is a media that used in the treatment of this research in order to help the students in developing their speaking skill. The researcher gave different film every meeting. After they watched the film, they were asked several question related to the film. They were asked to give opinions about the film, then there was always disagreement among the students. In the dissent among them, they stimulated to express their opinions and retell the storyline of the film to practice their speaking skill in the classroom. Finaly the researcher help them to conclude what they have learned in every meeting. Therefore,

they were motivated to develop their speaking skill. It was effective to the students because they helped each other in learning English. The result of the treatment was good. It was proved from the score in pretest and posttest of experimental class. The posttest was higher than pretest..

4.1.2 Deviation

In order to find out the significant difference of the students deviation score, the researcher computed the deviation which is presented in the following table.

Table 4.5

Deviation Score of Pretest and Posttest of Experimental Class

No	Initial	Pretest	Posttest	Deviation D1 (02-01)	Squared Deviation D2
1	A	25	37.5	12.5	156.25
2	AF	50	100	50	2500
3	AIJ	25	50	25	625
4	Ak	25	25	0	0
5	AR	50	75	25	625
6	Arl	25	75	50	2500
7	AS	25	75	50	2500
8	BR	25	37.5	12.5	156.25
9	BSRH	25	75	50	2500
10	CT	25	37.5	12.5	156.25
11	CSB	25	37.5	12.5	156.25
12	E	50	75	25	625
13	EF	75	62.5	-12.5	156.25
14	MA	25	50	25	625
15	MD	100	100	0	0
16	NH	75	87.5	12.5	156.25
17	NPS	50	62.5	12.5	156.25
18	P	50	75	25	625
19	RA	25	62.5	37.5	1406.25
20	S	25	37.5	12.5	156.25
21	SD	50	75	25	625
22	SDS	75	75	0	0
23	VH	75	75	0	0
24	W	25	37.5	12.5	156.25
25	WN	50	62.5	12.5	156.25
26	Y	25	87.5	62.5	3906.25

Total	**1100**	**1700**	**550**	**20625**
Mean	**42.31**	**65.38**	**21.15**	**793.269**

Table 4.5 shows the total score of experimental class in pretest is 1100, while the total score that they gained in posttes is 1700. The table above reveales that the highest deviation in experimental class is 62.5 whereas the lowest is -12.5. the mean deviation is 21.15. moreover, the researcher also calculated the students' daviation maen score of experimental class by using formula proposed by Arikunto (2006:p313) as follows:

$$\Sigma X^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma X^2 = 20625 - \frac{(550)^2}{26}$$

$$\Sigma X^2 = 20625 - \frac{302500}{26}$$

$$\Sigma X^2 = 20625 - 11634.61$$

$$\Sigma X^2 = 8990.39$$

Table 4.6

Deviation Score of Pretest and Posttest of Control Class

No	Initial	Pretest	Posttest	Deviation D1 (02-01)	Square Deviation D2
1	A	25	25	0	0
2	Af	50	50	0	156.25
3	Ak	25	37.5	12.5	0
4	AF	25	25	0	625
5	AM	50	25	-25	156.25
6	BF	25	37.5	12.5	0
7	CH	25	25	0	625
8	DW	25	50	25	0
9	DS	25	25	0	156.25
10	FK	25	37.5	12.5	1406.25
11	GA	25	62.5	37.5	625
12	HR	50	75	25	0
13	IA	75	75	0	2500
14	IR	25	75	50	156.25
15	MS	100	87.5	-12.5	625
16	MAB	75	50	-25	625
17	MPS	50	75	25	156.25
18	MRR	50	37.5	-12.5	0
19	NY	25	25	0	156.25
20	NR	25	37.5	12.5	0
21	NU	50	50	0	156.25
22	NA	75	87.5	12.5	156.25
23	RP	75	62.5	-12.5	0
24	R	25	25	0	625
25	W	50	25	-25	12656.25
Total		**762.5**	**1187.5**	**112.5**	**21562.5**
Mean		**30.5**	**47.5**	**4.5**	862.5

Table 4.6 shows the total score of control class in pretest is 1075, while the total score that they gained in posttes is 1187.5. The table above that the highest deviation in experimental class is 50 whereas the lowest is -25. the mean deviation is 4.5. the mean deviation of experimental class is higher than the control class. moreover, the researcher also calculated the students' daviation maen score of control class by using formula proposed by Arikunto (2006:p313) as follows:

$$\Sigma Y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{N}$$

$$\Sigma Y^2 = 21562.5 - \frac{(112.5)^2}{25}$$

$$\Sigma Y^2 = 21562.5 - \frac{12656.25}{25}$$

$$\Sigma Y^2 = 21562.5 - 506.25$$

$$\Sigma Y^2 = 21056.25$$

Then, to prove that hypothesis of the research was accepted or rejected. The researcher needed to test based on the result of data analysis. If the t-counted was higher than t-table, the alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected. It mean that the treatment used by the researcher significantly effective to develop students' speaking skill. Otherwise, if the t-counted lower than t-table, the alternative hypothesis was rejected and the null hypothesis was accepted. It indicated that the treatment used by the researcher is not significantly effective to develop the students' speaking skill.

$$t = \frac{MX - MY}{\sqrt{(\frac{\Sigma X^2 + \Sigma Y^2}{Nx + Ny - 2})(\frac{1}{Nx} + \frac{1}{Ny})}}$$

$$t = \frac{21.15 - 4.5}{\sqrt{(\frac{8990.39 + 210565.25}{26 + 25 - 2})(\frac{1}{26} + \frac{1}{25})}}$$

$$t = \frac{16.5}{\sqrt{(\frac{30046.46}{49})(\frac{51}{650})}}$$

$$t = \frac{16.5}{\sqrt{(613.19)(0.07)}}$$

$$t = \frac{16.5}{\sqrt{42.92}}$$

$$t = \frac{16.5}{56.396}$$

$$t = 2.57974$$

After calculating the t-counted, the researcher proceeded to find the critical t-table that is compared to the t-counted. In order to determine it, the degree of freedom must be found out first. The following is the calculation:

Total number of students (n)	= 49
Total variable (k)	= 2
Degree of Freedom (df)	= Nx + Ny − 2
	= 26 + 25 − 2
	= 49
Level of Significant	= 0.050
T-table	= 2.00958

4.2 Discussion

Based on the result of test given, there are some points need to be discussed. In this research, the researcher taught in one class as experimental class deal with researcher method used quasi-experimental research with one class pretest posttest. The researcher gave the pre-test for the students in order to test their entry level in speaking skill. It was administered in January, 18th 2023 before giving the treatment. The researcher asked the students with some questions related with the topic.

The result of pretest in experimental class only 1 students who got 100 which is the higher score, while 12 students got 25 which is the lowest score. The mean score of experimental class is 1100 and divided with 26 becomes 42.31. Whereas, in the control class shows there are 13 students got 25 which is the lowest score and also only 1 student got the higher score. While, the mean score of control class is 762.5 and divided with 25 becomes 30.5. Based on the KKM for English lesson in SMA Negeri 8 Palu, there were only 5 students in successful qualification and 21 students in field in experimental class. Then, also in control class there were 5 students in successful qualification and 20 students in field.

After knowing the students' score in pre-test, the researcher gave the treatment to the students for six meetings. The researcher explain about English cartoon film. The researcher applying English cartoon film when giving treatment by instructing the students to limit and focus their ideas only related to the topic

in English cartoon film. Then, the researcher explained about the film and ask the students tell about moral message of the film.

After applying the English cartoon film, the researcher administered post-test in order to find out the students' developing in speaking skill. The post-test was given on 3rd March of 2023. The researcher found some progress in students' ability to speak English. they were also actively in learning process. They always learn to developed their speaking in every meeting. Hence, the students' speaking skill developing and was getting better.

Result of posttes in experimental class shows, there is only 1 student, which indicate in the category very poor and 2 students in category excellent. The result above indicates that English cartoon film can develop the students speaking skill. The increase of the the mean score of experimental class students reveal that their ability in performing speaking skill was developed. The result is 1700 and divided with 26 becomes 65.38. Whereas, result of control class also shows there are 8 students, which indicate in the category very poor and only 1 student in category excellent. the result The result above showed that there also any development but no as great as the development in experimental class. The result is 1187.5 and divided with 25 becomes 47.5. Based on the KKM for English lesson in SMA Negeri 8 Palu, there were 13 students in successful qualification and 13 students in field in experimental class. Then, there were 6 students in successful qualification and 19 students in field in control class.

The results above shows that, English cartoon film quite successfully developed students speaking skill. Because the steps made allow students to engage more in speaking. This method also works successfully in solving problems as mentioned in chapter one. Students are increasingly able to express their idea, though and feeling and begin to confidently develop their fluency in speaking. Furthermore, unlike conventional method applied by the teacher which is boring, the English cartoon film is more fun. Having well-integrated step allow students to enjoy the process of teaching and learning. Put simply, English cartoon film method does not make students bored with all in classroom activities.

Then the researcher computed the result of posttest. The mean score of the posttest was 65.38 and the pretest was 42.31. The posttest result of experimental class are assumed as the effect of the English cartoon film in teaching speaking skill. Moreover, the researcher compare the value of the t-counted with the value of t-table, since, degree of freedom (df) =Nx+Ny-2 =49 by applying 0.05 level of significant, $T^{counted}$ (2.57974) was greater that T^{table} (2.00958). The result showed that applying the English cartoon film is effective to develop students' speaking skill.

Nevertheless, during the treatment, the researcher found the strength and the weakness of using English cartoon film as a method for learning. The strength of using English cartoon film as a method for learning are making the learning

process more enjoyable, in addition English cartoon film can also make students remember the materials displayed longer so that it can clarify students in understanding the material given. Whereas the weakness of using English cartoon film as a method for learning are long duration makes students bored more quickly, ineffective in rendering too many audience and the material delivery will not be understood by students if the voice of film not heard.

Regarded to the findings, the researcher compered her research with related studies written by Fitri (2022), Fitri, Darmawan, Siagiayanto (2022) and Radhiyani (2022). The topic of the first researcher is using Animation video as audio-visual media on students' speaking skill at the Tenth grade of SMA Negeri Plus Riau. The second one is the researcher using Animation Videos as Learning Media for developing Students Speaking Ability in Describtion Text on Junior High School 2 Metro. And the third one is the researcher using Cartoon Film to Enrich the Vocabulary Command of the Students of SLTPN 1 Bulukumba. Based on the three related studies, the researcher may conclude that using English film can develop language skill especially speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Students speaking skill is developed after the teacher applied English cartoon film. English cartoon film can be used to develop students speaking skill. It can be look from the mean score of pretest, posttest in the experimental class and from the result of the treatment. Where the result showed that the students able to practice speaking skill and retell the storyline and moral message of the film. It indicates that the speaking skill of grade XI students is develop after getting the treatment. Moreover, the researcher compare the value of the t-counted with the value of t-table, since, degree of freedom (df) =Nx+Ny-2 =49 by applying 0.05 level of significant, $T^{counted}$ (2.57974) was greater that T^{table} (2.00958). Thus, the English cartoon film is effective to develop students' speaking fluency and appropriacy.

5.2 Suggestions

First, for thr teacher, the teacher gave an understanding of the importance of English use so that students always learn to develop their speaking skill. The teacher provide motivation for students to develop their speaking skill by speak more English than Indonesian in classroom activity in order to make the students are motivated to speak English. Teacher should give opportunities to the students to speak English with their classmate. Lastly, for the next researchers, to avoid the similar difficulties

in the future, the researcher suggests choosing English cartoon film with shorter duration, featuring English cartoon film that students are fond of and easier to understand.

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APPENDECES

Appendice 1

Develop Speaking Skill using English Cartoon Film

(Reflection in me)

Beauty and the Beast

(Cosmos Laundromat)

(Sprite Figth)

(Hair love)

(Snow White and the Seven Dwarfs)

Appendice 2

Research Documention

Appendices 3

Lesson Plan

LESSON PLAN 1

School	**: SMA Negeri 8 Palu**
Subject	**: English**
Class/Semester	**: XI/II**
Skill focused	**: Speaking Skill**
Meeting	**: 1ˢᵗ**
Time Allocation	**: 2 X 45 Menit**

A. Tujuan Pembelajaran

1. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C. Indicator

The students are able to:

1. Retell the story of film.

D. Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1. Retell the story of film.

E. Teaching Material: English Cartoon Film The Reflection in me.

Duration 03 minutes and 42 seconds

F. Teaching and Learning Procedures

Topic	Teacher	Students
English cartoon film The Reflection in me.	**Pre Activities** • Greeted the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film. • Told the learning objective. • Explained about film The Reflection in me.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	While Activities • Played English cartoon film "The Reflection in me" and asked the students to observe the film. • Asked students to	• Observed the film. • Answered the exercise. • Observed the film. • Answered the questions that was

	exercise and guide them.
	• Asked the students with some question about "Reflection in me"
	  - Who is the main idea talking to?
	  - What did she say to herself?
	  - What moral message could we learn from this film?
		given by the researcher.
		• Retell the storyline of the film and practice speaking skill

	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

This film tell about finding the courage to appreciate one's own talents, hard work, passions, and unique story could take practice, but <u>"The Reflection in me"</u> is a reminder that "you are perfectly perfect just the way you are.

G. **Media/Learning Resources:** Infocus and Laptop
H. **Evaluation:** Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone

	making the effort at times, limited range of expression.	who is used to listene to the the speaker.	
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.	

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$\text{Student's score} = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher

Headmaster of SMAN 8 Palu

Sarlotan
A 121 19 221

Rahmat Kono, S.Pd., M.Pd
NIP. 19700811 200003 1 004

LESSON PLAN 2

School	**: SMA Negeri 8 Palu**
Subject	**: English**
Class/Semester	**: XI/II**
Skill focused	**: Speaking Skill**
Meeting	**: 2nd**
Time Allocation	**: 2 X 45 Menit**

A.   Tujuan Pembelajaran

1.   menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C.   Indicator

The students are able to:

1.   Retell the story of film.

D.   Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1.   Retell the story of film.

E.   Teaching Material: English Cartoon Film <u>English Beauty and the Beast</u>.

Duration 12 minutes and 27 seconds

F.   Teaching and Learning Procedures

Meeting	Researcher	Students
English cartoon film Beauty and the Beast	**Activities** • Greeting the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film.√√√√√√ • Told the learning objective. • Explained about film The Beauty and the Beast.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	Activities • Played English cartoon film "Beauty and the Beast" and asked the students to observed the film. • Asked students to exercise and guide them. • Asked the students with some question about "Beauty and the Beast" - Who lives in the castle?	• Observed the film. • Answered the exercise. • Observed the film. • Answered the questions that was given by the researcher. • Retell the storyline of the film and practice speaking skill.

	- Why are other people afraid of beast? - What did the beast do after beauty rejected his love? - And what happened when beauty agrees to marry beast?	
	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

"Beauty and the Beast", tells about curious Belle (void by paige O'Hara) leaves her village of her missing father, arriving at an enchanted castle where a prince has been cursed to live as a hideous Beast (Robby Benson) and his servants as living objects. Only true love could break the spell, but with Beast holding her prisoner and the towns people plotting to kill him.

G. **Media/Learning Resources:** Infocus and Laptop
H. **Evaluation:** Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$\text{Student's score} = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher   Headmaster of SMAN 8
                                                                            Palu

Sarlotan   Rahmat Kono, S.Pd., M.Pd
A 121 19 221   NIP. 19700811 200003 1 004

LESSON PLAN 3

School	**: SMA Negeri 8 Palu**
Subject	**: English**
Class/Semester	**: XI/II**
Skill focused	**: Speaking Skill**
Meeting	**: 3rd**
Time Allocation	**: 2 X 45 Menit**

A. Tujuan Pembelajaran

1. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C. Indicator

The students are able to:

1. Retell the story of film.

D. Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1. Retell the story of film.

E. Teaching Material: English Cartoon Film <u>Cosmos Laundromat</u>.

Duration 12 minutes and 11 seconds

F. Teaching and Learning Procedures

Topic	Teacher	Students
English cartoon film Cosmos Laundromat	**Pre Activities** • Greeting the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film. • Told the learning objective. • Explained about film Cosmos Laundromat.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	While Activities • Played English cartoon film <u>"Cosmos Laundromat"</u> and askeded the students to observe the film. • Asked students to exercise and guide them. • Asked the students with	• Observed the film. • Answered the exercise. • Observed the film. • Answered the questions that was given by the researcher. • Retell the storyline

	some question about "Cosmos Laundromat" - What animal plays the character in the film? - What are names character of the two characters in the film? - What fate gave to Frank?	of the film and practice speaking skill
	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students.	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

"Cosmos Laundromat", tells about on a desolate island, a suiciadal sheep named Frank meets his fate. In the form of quirky salesman named Viktor, who offers him the gift of a lifetime. The gift is many lifetimes, actually, in many different worlds-each lasting just a few seconds. In the sequel to the pilot, frank was find a new reason to live. In the form of a bewitching female adventurer named Tara, who awakens his long-lost lust for life.

G. Media/Learning Resources: Infocus and Laptop

H. Evaluation: Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary	Hardly anything what is said could be understood. Even when the

	delivery. At times gives up making the effort. Very limited range of expression.	listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$Student's\ score = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher

Headmaster of SMAN 8 Palu

Sarlotan
A 121 19 221

Rahmat Kono, S.Pd., M.Pd
NIP. 19700811 200003 1 004

LESSON PLAN 4

School   : **SMA Negeri 8 Palu**
Subject   : **English**
Class/Semester   : **XI/II**
Skill focused   : **Speaking Skill**
Meeting   : **4th**
Time Allocation   : **2 X 45 Menit**

A. Tujuan Pembelajaran

1. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C. Indicator

The students are able to:

1. Retell the story of film.

D. Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1. Retell the story of film.

E. Teaching Material: English Cartoon Film Sprite Fright.

Duration 10 minutes and 30 seconds

F. Teaching and Learning Procedures

Topic	Teacher	Students
English cartoon film Sprite Fright	**Pre Activities** • Greeting the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film. • Told the learning objective. • Explained about film Sprite Fright.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	While Activities • Played English cartoon film "Sprite Fright" and askeded the students to observed the film. • Asked students to exercise and guide them. • Asked the students with	• Observed the film. • Answered the exercise. • Observed the film. • Answered the questions that was given by the researcher.

	some question about "Sprite fight" - What are they doing in the forest? - What did they see and shocked them? - What did the mushrooms do to them?	• Retell the storyline of the film and practice speaking skill
	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students.	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

"Sprite Fright" is a cartoon slasher Horor Comedy and produced as the thirteenth Blender Open Movie

G. **Media/Learning Resources:** Infocus and Laptop

H. **Evaluation:** Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$\text{Student's score} = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher

Headmaster of SMAN 8 Palu

Sarlotan
A 121 19 221

Rahmat Kono, S.Pd., M.Pd
NIP. 19700811 200003 1 004

LESSON PLAN 5

School	**: SMA Negeri 8 Palu**
Subject	**: English**
Class/Semester	**: XI/II**
Skill focused	**: Speaking Skill**
Meeting	**: 5th**
Time Allocation	**: 2 X 45 Menit**

A. Tujuan Pembelajaran

1. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C. Indicator

The students are able to:

1. Retell the story of film.

D. Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1. Retell the story of film.

E. Teaching Material: English Cartoon Film Hair Love.

Duration 06 minutes and 48 seconds

F. Teaching and Learning Procedures

Topic	Teacher	Students
English cartoon film Hair Love	**Pre Activities** • Greeting the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film. • Told the learning objective. • Explained about film The Hair Love.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	While Activities • The teacher was play English cartoon film <u>"Hair Love"</u> and askeded the students to observe the film. • Ask students to exercise and guide them. • Asked the students with some question about	• Observed the film. • Answered the exercise. • Observed the film. • Answered the questions that was given by the researcher.

	"Hair Love" - What does the character's hair look like in the film? - What did she do to style her hair? - Did she manage to style her own hair? - Who helped her do her hair? - Did her father manage to style her hair?	
	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students.	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

"Hair love" is a sweet and joyful about an African-American father learning to style his daughter's natural hair in his wife's absence.

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G. Media/Learning Resources: Infocus and Laptop

H. Evaluation: Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited	Hardly anything what is said can't be understood. Even when the listener makes a great effort of interrupting, the speaker is unable

	range of expression.	to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$\text{Student's score} = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher

Sarlotan
A 121 19 221

Headmaster of SMAN 8 Palu

Rahmat Kono S.Pd., M.Pd
NIP. 19700811 200003 1 004

LESSON PLAN 6

School	**: SMA Negeri 8 Palu**
Subject	**: English**
Class/Semester	**: XI/II**
Skill focused	**: Speaking Skill**
Meeting	**: 6**[th]
Time Allocation	**: 2 X 45 Menit**

A. Tujuan Pembelajaran

1. menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

2. membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi.

3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis.

B. Standard Competence

3.5 Menerapkan fungsi social, struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya

C. Indicator

The students are able to:

1. Retell the story of film.

D. Instructutional Objective

At the end of instructutional process, the students are expected to be able:

1. Retell the story of film.

E. Teaching Material: English Cartoon Film Snow White and the Seven Dwarfs.

<div align="center">Duration 15 minutes and 33 seconds</div>

F. Teaching and Learning Procedures

Topic	Teacher	Students
English cartoon film Snow White and the Seven Dwarfs	**Pre Activities** • Greeting the students • Asked the students to pray together • Checked the attendance list • Asked some question related to the film. • Told the learning objective. • Explained about film Snow White and the Seven Dwarfs.	• Responded to the teacher. • Got pray together. • Paid attention to the teacher • Answered the teacher questions. • Listened to the teacher.
	While Activities 1. Played English cartoon film <u>"Snow White and the Seven Dwarfs"</u> • Asked the students to observed the film. • Asked students to	• Observed the film. • Answered the exercise. • Observed the film. • Answered the

	exercise and guide them.	questions that was given by the researcher.
	2. Asked the students with some question about "Snow White and the Seven Dwarfs" - What does the Queen ask her mirror every day? - Why was the Queen very angry one day? - What is the Queen planning to do with Snow white? - Who succeeded in making snow white come back to life?	• Retell the storyline of the film and practice speaking skill
	Post teaching • Gave appreciate for students who have performed • Gave students the opportunity to conclude what their have learned • Told information about film to watch at the next learning. • Closed the class and said greeted for the students.	• Tried to conclude what their have learned. • Paid attention to teacher • Gave respond to the teacher

A beautiful but orphaned princess, Snow White, lives with her stepmother, the wicked Queen, who previously relegated her to servitude. The Queen is

jealous because she wants to be known as "the feirest in the land" when Snow White's singing, and falls immediately in love with her and her beauty. Witnessing this, the Queen summons her loyal huntsman to take Snow White into forest and kill her, but can't bring himself to do so because of her innocence and beauty. And instead begs Snow White to run away into the forest and never return to the castle. The forest animal be friend Snow White and take her to a cottage, where seven dwarfs live. The dwarfs grow to love their unexpected visitor, who cleans their house and cooks their meals. But one day while the dwarfs are away at their diamond mine, the Queen arrives at the cottage disguised as an old peddler woman and persuades Snow White to take a bit of a poisoned apple, promising her it was make all her her dreams come true. Snow White wishes for a reunion with the prince, takes a bit, falls into a deep sleep, and the peddler woman declares she's now the fairest in the land. The dwarfs, alerted by the forest animal, rush home to chase the witch away and she fallsto her death, but they are too late to safe Snow White. Thinking her dead, too, the dwarfs place Snow White in a glass and gold coffin in the woods and mourn for her. The prince, who had searched far and wide for Snow White, hears of Snow White asleep in the glass coffin and awakens her with love's first kiss.

G. **Media/Learning Resources:** Infocus and Laptop
H. **Evaluation:** Retell the story of film in simple word

Table 3.3 Instrument of speaking assessment

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listens to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.4 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

$$\text{Student's score} = \frac{Obtain\ Score}{Maximum\ Score} X\ 100$$

Acknowledged by

Researcher	**Headmaster of SMAN 8 Palu**

Sarlotan
A 121 19 221

Rahmat Kono, S.Pd., M.Pd
NIP. 19700811 200003 1 004

TEST

Pretest Questions

A. The procedure of the pretest
1. The researcher invited the students one by one to researcher's table in front of the class.
2. Researcher gave questions to the students..
3. The students have to answer the questions given by the researcher.

B. The sample of the questions.
1. General questions:
   - What is your name?
   - What is your hobby and dream job?
2. Recount (Famous people)
   - Who is your idol?
   - Describe him/her!
3. Film
   - Do you like film? What is your favorite film?
   - Can you tell me a bit about it?

C. Scoring Rubric

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Table 3.5 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

Appendice 5

Post-test

<div align="center">

TEST

(Posttest Question)

</div>

A. The procedure of the pretest
1. The researcher invited the students one by one to researcher's table in front of the class.
2. The researcher showed all the cartoon films that have been watched.
3. Researcher gave questions related to the cartoon film to the students.
4. The students have to answer the questions given by the researcher.

B. Sample of the question
1. Which cartoon film do you like the most?
2. Why do you like this film?
3. What is the moral message in this film?

C. Scoring Rubric

Rating	Fluency	Appropriacy
4	Although student has to make an effort and search for word, there are not to many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning. Fair range of expression.	Most what of the speaker's says is easy to follo. Student's attention is always clear but several interruptions are necessary to help them convey the message or to seek clarifications.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery. Range of expression often limited.	The listener an understand a lot of what is said, but student constantly seeks clarifications, could understand many of the speaker's longer sentences.
2	Long pauses while searches for the desired meaning frequently fragmentary and halting delivery, almost gives up making the effort at times, limited range of expression.	Only small bits (usually shorts sentence and phrase) could be understood and then with the considerable effort by someone who is used to listene to the the speaker.
1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything what is said could be understood. Even when the listener makes a great effort of interrupting, the speaker is unable to clarify anything he seems to have said.

Source: Adapted from Heaton (1988:100)

Table 3.5 Classification Score for Test

No	Score	Category	Qualification
1.	91-100	Excellence	Successful
2.	81-90	Very good	Successful
3.	76-80	Good	Successful
4.	70-75	Average	Successful
5.	26-69	Poor	Failed
6.	0 – 25	Very poor	Failed

df = 1 - 40

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

df = 41 - 80

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

SURAT KETERANGAN

Nomor: 112/SKet/ELTS/VIII/2023

Ketua Redaksi Journal ELTS Program Studi Pendidikan Bahasa Inggris menerangkan bahwa mahasiswa berikut ini:

Nama   : Sarlotan
No. Stambuk   : A 121 19 221

benar telah menyerahkan naskah artikel dengan judul:

DEVELOPING SPEAKING SKILL OF GRADE XI STUDENTS AT SMA NEGERI 8 PALU THROUGH ENGLISH CARTOON FILM

pada tanggal 11 September 2023. Artikel tersebut telah disunting dan dinyatakan: layak untuk ~~dipublikasikan~~/disimpan dalam repository*) pada Jurnal *English Language Teaching Society* (ELTS).

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palu, 12 September 2023

Ketua Redaksi,

Mashuri, S.Pd., M.A.
NIP. 197805282005011002

*) coret yang tidak perlu

Nomor   : 818   /UN28.1/KM/2023   17-01-2023
Hal   : **Izin Penelitian/Observasi**

Yth. Kepala Sekolah SMA Negeri 8 Palu
Kota Palu

Dengan hormat kami mohon kesediaan Bapak/Ibu kiranya dapat memberikan kesempatan
kepada mahasiswa tersebut di bawah ini:

Nama	:	Sarlotan
No. Stambuk	:	A 121 19 221
Jurusan	:	Pend. Bahasa dan Seni
Program Studi	:	Pend. Bahasa Inggris

Melaksanakan Observasi dan Penelitian untuk memperoleh data dalam rangka penyelesaian
Skripsi dengan Judul : **Developing Speaking Skill of Grade XI Students At SMA Negeri 8
Palu Through English Cartoon Film**

Demikian kami sampaikan, atas bantuan dan kerjasama yang baik diucapkan terima kasih.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. Nurhayadi, M.Si
NIP 19670425 199605 1 001

Tembusan:
Dekan FKIP Universitas Tadulako (sebagai
laporan)

PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABDIS DIKMEN WILAYAH I KOTA PALU DAN KAB. SIGI
SMA NEGERI 8 PALU
NSS : 301186001008, NPSN : 40203607
Alamat : Jalan Ragigau Kelurahan Tipo Kec. Ulujadi Kota Palu, E-mail:smanpalu.8@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 070 / 047 / 421.3 / DIKBUD

Yang bertanda tangan dibawah ini :

Nama	:	**Rahmad Kono, S.Pd, M.Pd**
NIP	:	19700811 200003 1 004
Pangkat / Gol	:	Pembina Tkt. I, IV/b
Jabatan	:	Kepala Sekolah

Menerangkan bahwa mahasiswa dibawah ini :

Nama	:	**Sarlotan**
NIM	:	A 121 19 221
Jurusan	:	Pendidikan Bahasa dan Seni

Benar yang bersangkutan telah melaksanakan Observasi dari tanggal 18 Januari sampai dengan 3 Maret 2023, di SMA Negeri 8 Palu dalam rangka penyelesaian Skripsi dengan judul :

" Developing Speaking Skill of Grade XI Students At SMA Negeri 8 Palu Through English Cartoon Film".

Demikian surat keterangan ini dibuat dengan benar untuk digunakan sebagaimana perlunya.

Palu, 06 Maret 2023
Kepala Sekolah,

Rahmad Kono, S.Pd, M.Pd
NIP. 19700811 200003 1 004

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS TADULAKO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Soekarno – Hatta Km.9, Palu, Sulawesi Tengah, Kode Pos 94119, Telp : (0451) 429743
E-mail ; fkip@untad.ac.id, Laman : fkip.untad.ac.id

KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TADULAKO
Nomor : **14436** /UN28.1/KP/2023

Tentang

PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN
PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang	:	a.	bahwa berdasarkan Surat Koordinator Prodi Pend. Bahasa Inggris No:12307 UN.28.1/KM/2023 tanggal 29 Mei 2023 Perihal : Usul Perpanjangan Pengangkatan Dosen Pembimbing Skripsi/Karya Tulis Ilmiah Mahasiwa, maka usul tersebut disetujui;
		b.	bahwa berhubung belum dapat menyelesaikan penulisan/penyusunan skripsi/karya tulis ilmiah, mahasiswa atas nama :

      Nama   : Sarlotan
      NIM   : A 121 19 221
      Prodi   : Pend. Bahasa Inggris

     c. bahwa demi lancarannya serta terarahnya penulisan/penyusunan skripsi/karya tulis ilmiah mahasiswa, dipandang perlu mengangkat kembali sdr/I **Dr. Mawardin M. Said, M.Hum** dan **Maf'ulah, S.Pd., M.Pd** sebagai dosen pembimbing;

     d. bahwa berdasarkan pertimbangan huruf a, b, dan huruf c di atas, perlu ditetapkan dengan Keputusan Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Tadulako sebagai pelaksanaannya;

Mengingat :
1. Undang-undang RI, Nomor 17 Tahun 2003, Tentang Keuangan Negara;
2. Undang-undang RI, Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional;
3. Undang-undang RI, Nomor 12 Tahun 2012, Pendidikan Tinggi;
4. Undang-undang RI Nomor 5 Tahun 2014, Tentang Aparatur Sipil Negara;
5. Peraturan Pemerintah Nomor 4 Tahun 2014 , Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi RI, Nomor 8 Tahun 2015 Tentang Statuta Universitas Tadulako;
7. Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi , Nomor 44 Tahun 2017, Tentang Organisasi dan Tata Kerja Universitas Tadulako;
8. Peraturan Menteri dan Kebudayaan RI, Nomor 3 Tahun 2020, Tentang Standar Nasional Pendidikan Tinggi;
9. Keputusan Presiden RI, Nomor 36 Tahun 1981, Tentang Pendirian Universitas Tadulako;
10. Keputusan Menteri Keuangan RI, Nomor 97/KMk.05/2012, Tentang Penetapan Universitas Tadulako pada Kementerian Pendidikan dan Kebudayaan sebagai Instansi Pemerintah yang menerapkan Pengelolaan Keuangan Badan Layanan Umum;
11. Keputusan Menteri Keuangan Nomor: 193/PMK.05/2016, tentang penetapan Remunerasi bagi Pejabat Pengelola, Dewan Pengawas dan Pegawai Badan Layanan Umum Universitas Tadulako pada Kementerian Riset dan Pendidikan Tinggi;

12. Keputusan Menteri Riset, Teknologi dan Pendidikan Tinggi RI Nomor : 10782/M/KP/2019, tentang Pengangkatan Rektor Universitas Tadulako Masa Jabatan 2019-2023;
13. Keputusan Rektor Universitas Tadulako, Nomor 2726/UN28/KP/2020,Tentang Pengangkatan Dosen yang diberi Tugas Tambahan Sebagai Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tadulako masa jabatan 2020-2024;
14. Peraturan Rektor Universitas Tadulako, Nomor 5 Tahun 2022, tentang Pedoman dan Peraturan Akademik Universitas Tadulako Tahun Akademik 2022-2023.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS TADULAKO TENTANG PERPANJANGAN PENGANGKATAN DOSEN PEMBIMBING DAN PENETAPAN JUDUL SKRIPSI/KARYA TULIS ILMIAH MAHASISWA

KESATU : Memperpanjang Surat Keputusan Dekan FKIP Universitas Tadulako Nomor:30939/UN28.1/KM/2022 tanggal 23 November 2022 tentang Pengangkatan Dosen Pembimbing dan Penetapan Judul Skripsi/Karya Tulis Ilmiah Mahasiswa.

KEDUA : Mengangkat kembali sdr/i : **Dr. Mawardin M. Said, M.Hum** dan **Maf'ulah, S.Pd., M.Pd** sebagai dosen pembimbing skripsi/karya tulis ilmiah mahasiswa.

KETIGA : Menetapkan kembali judul Skripsi/Karya Tulis Ilmiah dengan judul **"Developing Speaking Skill of Grade XI Students at SMA Negeri 8 Palu Through English Cartoon Film"**

KEEMPAT : Yang namanya tersebut pada dictum KEDUA pada keputusan ini untuk segera melanjutkan pembimbingan penulisan/penyusunan skripsi/karya tulis ilmiah kepada mahasiswa atas nama :

Nama : Sarlotan
NIM : A 121 19 221
Program Studi : Pend. Bahasa Inggris

KELIMA : Jika mahasiswa belum juga dapat menyelesaikan skripsi/karya tulis ilmiah tersebut sampai berakhirnya Surat Keputusan ini, maka segera mengganti dosen pembimbing dan/atau merubah judul skripsi/karya tulis ilmiah.

KEENAM : Konsekuensi biaya yang diperlukan atas diterbitkannya keputusan ini dibebankan pada Dana DIPA Universitas Tadulako yang dialokasikan pada Fakultas Keguruan dan Ilmu Pendidikan Universita Tadulako melalui sistem perhitungan pembayaran remunerasi.

KETUJUH : Keputusan ini mulai berlaku sejak tanggal ditetapkan dan berlaku selama 6 (enam) bulan, dengan ketentuan apabila terdapat kekeliruan dalam keputusan ini akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 16 6 2023
D e k a n,

Dr. Amiruddin Kade, S.Pd., M.Si
NIP.196907031994031004

Tembusan :
1. Rektor Universitas Tadulako (sebagai laporan)
2. Kepala BAKP Universitas Tadulako
3. Ketua Jurusan dalan Lingkungan FKIP Universitas Tadulako
4. Koordinator Progran Studi Pend. Bahasa Inggris
5. Masing-masing yang bersangkutan untuk dilaksanakan

Pernyataan Keaslian Tulisan

Saya yang bertanda tangan dibawah ini:

Nama   : Sarlotan

NIM   : A 121 19 221

Program studi   : Pendidikan Bahasa Inggris

Jurusan   : Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Menyatakan dengan sesungguhnya bahwa **skripsi** ini benar tulisan saya dan bukan plagiasi, baik sebagian maupun seluruhnya.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa **skripsi** ini memenuhi unsur plagiasi, baik sebagian maupun seluruhnya maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan ketentuan berlaku.

Palu, 27 Juli 2023
Yang membuat pernyataan,

Sarlotan
A 121 19 221

CURRICULUM VITAE

Sarlotan was born on Lekatu, 7th September 2001. She is the second child in her family. She graduated from SD Kristen Bala Keselamatan Lekatu in 2013. In 2016, she graduated from SMP Negeri 8 Palu. She continued her study at SMA Negeri 8 Palu and graduated in 2019. She entered Tadulako University in the same year, she was accepted as a student of English Education Study Program. She finished her study in 2023, in 3 years 10 months and 27 days.