THE EFFECTIVENESS OF USING CARTOON VIDEOS IN TEACHING SPEAKING TO THE STUDENTS OF SMPN 2 RANTAU KALIMANTAN SELATAN IN ACADEMIC YEAR OF 2013/2014

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Abstract: This thesis is purposed at proving the effectiveness of cartoon videos in teaching speaking to the Eighth Grade Students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014, and showing that there is a significant difference in speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method. This study is an experimental research. The population of this study was the eighth grade students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014 which consisted of seven classes. The total number of population was 158. There were two classes taken as the sample, Class VIII B serving as control class were taught by using conventional method, while class VIII F as the experimental class were taught by using cartoon videos. Class VIII B consisted of 22 students and class VIII F consisted of 22 students. Both classes were given the pre-test at the beginning and the post-test at the end after the treatment. The data were collected by using speaking test. The data were analyzed by using t-test computation, descriptive analysis, and inferential analysis. The research findings show that there is a significant difference in students' speaking ability between the experimental group taught by using cartoon videos and those who were taught by using conventional method. The result of the pre-test shows that both groups are poor, while the post-test result shows that the experiment group is better than the control one. The mean score of the experimental class in pre-test was 42.50 and that of control class was 42.73. The mean score in post-test of the experimental class was 75.68 and that of the control class was 57.50. It can be seen that the mean score of the experimental class was higher than that of control class in post-test. Furthermore, based on the hypothesis testing, it could be seen that the value of -t obtained (-5.245) < - t table (-2.018), at the significant level 5%. This implied that there is a significant difference of students' speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method.

Keywords: *Effectiveness, Cartoon videos, Teaching Speaking*

INTRODUCTION

English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. Although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64).

In Indonesian education context, formal schooling, for example in Secondary Schools, has very crowded students in a classroom. This real condition indicates that students with mixed ability in one classroom employing different learning strategies. No two audiences are alike: students vary in ability, age and interest, and may have different cultural and learning background; classes vary in size, physical layout and formality; teachers have different teaching style; and learners may have widely differing ideas about what and how they need to learn, (Bao, 2013: 424). It is important for teachers to understand the different types of learning style. Students preferentially take in and process information in different ways. Style is a term that refers to consistent and rather enduring tendencies of preference within an individual (Brown, 2000: 113).

To overcome these problems, a teacher should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) Bao (2013: 424) states that materials should encourage students to contribute their own ideas and draw on their own knowledge, experience, learning styles, class cultures and individual interests.

In this case, the researcher tried to study and test the effectiveness of teaching English speaking using conventional method, controlled by the one using cartoon video as a medium in experimental class in SMP Negeri 2 Rantau to the eighth grade students.

DISCUSSION

Definition of Speaking

Brown (1994: 116) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Lewis and Hill (1993: 54) define speaking as a process that covers many things in addition to the pronunciation of individual sounds.

Teaching Speaking

In teaching speaking, the teachers help their students to develop their knowledge by providing authentic practice that prepares students for real life communication situations. Ur (1996: 120) states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking included all other kinds of knowing, and many if not most of foreign language learners are primarily interested in learning to speak. Brown (2001: 267) says that language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language.

From the above statement, it can be concluded that the success of student learning can be seen from the students' ability to communicate in a foreign language not only in the classroom but also in real life.

Strategies in Teaching Speaking

Crisman in Pinandhita (2013: 537) proposes that it is very important for the teachers to adopt as many ways as possible to let students practice English in class. He believe that the success of this teaching strategy is due mainly to the fact that learners can choose what they want to read, listen to, watch and talk about in class. He tries the following ways to do the practice:

a. Free Talk
b. Retelling
c. Short play
d. Speech Contest
e. Speaking and Acting
f. Acting and Speaking
g. Speaking and Drawing
h. Watching and Speaking
i. Acting as Interpreter
j. Problem Solving
k. Games

Teaching Speaking for Junior High School Students

Based on the regulation of Ministry of National Education (Permendiknas) NO 22, year 2006 about standard of competencies for English teaching and learning process proposed by BSNP (2006), the grade VIII Junior High School students in the second semester are expected to be able to communicate in English in their daily life. The second year of Junior High School must be able to express some texts. Based on the syllabus for Junior High School in grade eight, the types of monolog text that should be learned by the students are descriptive text, recount text, narrative text, and procedure text. In this research, the problems are limited around the teaching speaking a recount text.

The Role of Teacher in Speaking Class

Teacher has to know the situation of the class, so, teacher can do their role in class. According to Harmer (2001: 271) there are many roles of teacher in speaking class. They are:

a. Teacher as a prompter
b. Teacher as a participant
c. Teacher as a feedback

Teachers have an important role when teaching in the classroom. Teachers not only as a leader who controls the learning process, but teachers also need to be involved in the process.

Strategies for Developing Speaking Skill

Speaking strategies can also help students learn to speak so that students can use speaking to learn (www.nclrc.org). Speaking strategies include things as follow:
a. Using minimal responses

Students who are not confident in their ability to participate in oral interaction often listen in silence while others do the talking. One way to encourage such students to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. These kinds of responses can be useful for beginners. Minimal response are predictable, often idiomatic phrases that students can use to express understanding, agreement, doubt, and other responses to what another is saying, having a stock of such responses enables students to focus on what the other participant is saying without having continually a response.

b.   Recognizing script

Some communication situations are associated with a predictable set of spoken exchange (script), greeting, apologies, compliments, invitation, and other function that are influenced by social and cultural norms often follow patterns of script. So do transactional exchanges involved in activities such as obtaining information and making a purchase. In this script, the relationship between a speaker's turn and the one that follows it often can be anticipated.

c.   Using language to talk about language

Students are often embarrassed to say something when they do not understand another speaker or when they realize that a conversation's partner has not understood them. Teachers can help students overcome this problem by assuring that misunderstanding and the need for clarification can occur in any type of interaction.

Characteristics of Successful Speaking Activity

Ur (1996: 120) states that there are four characteristics of successful speaking activities as follows:

a.   Students talk a lot
b.   Every students has an even chance to talk
c.   The motivation is high
d.   The language within students' proficiency level

During speaking activities, students express words, phrases and sentences based on their level of proficiency. The speaking can be understood by other students only if the interlocutors also belong to that level.

General Concept of Media

Kemp (1963: 3-4) mentioned the functions of media general or audio visual aids in particular and their contribution to a language learning as follow:

a.   The instruction can be more interesting
b.   Learning becomes more interactive
c.   The quality of learning can be improved
d.   The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.
e.   The use cartoon video in teaching English speaking is actually meant to help students to catching and expressing their ideas easily. The students can imitate some expression and try to produce their own sentence to communicate.

Cartoon Video in Teaching Speaking

Cartoon (line drawing that are rough caricatures of real people and events) are perhaps the most popular and familiar visual format. They appear in a wide variety of print media – newspapers, periodicals, textbooks and range from comics trips intended primarily to entertain to drawing intended to make important social or political comments. Humor and satire are mainstays of the cartoonist' skill (Heinich et al, 1996: 118). Carefulness in selecting of media applied in the process of teaching and learning is needed in order to reach the satisfactory result of it.

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From definition above, the researcher concluded that cartoon is amusing, which gave a story about person, group or situation.

The primary meaning of video is the display of images on a television-type screen. Any media format that employs a cathode-ray screen to present the picture portion of the message can be referred to as video. Thus, we have videocassettes, videodiscs, interactive video, video game, and so on (Heinich et al, 1996: 198).

Cartoon video in teaching and learning speaking recount text, student can retell the story of a cartoon video and getting idea to tell their own experience. The purpose of the recount text is either to inform or to entertain the audience. Researcher use the cartoon video lessons 'Edutalk' that contains a variety of English conversation that appropriate for students. This video has a wide range of everyday topics of conversation that could be a good example for students. Moreover, the reason of using this video is the availability of subtitles in the video that uses two languages namely English and Indonesia as well. This greatly helps students understand the meaning of the context in conversation and knowing the correct pronunciation.

Recount Text

a. **Definition of Recount**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.
http://www.kursusmudahbahasainggris.com/2013/09/pengertiantujuan-struktur-macam-ciri.html

b. **Generic Structure of Recount**

1) Orientation: Introducing the participants, place and time.
2) Events: Describing series of event that happened in the past.
3) Reorientation: It is optional. Stating personal comment of the writer to the story.

c. **Language Feature of Recount**

1) Introducing personal participant; I, my group, etc
2) Using chronological connection; then, first, etc
3) Using linking verb; was, were, etc
4) Using action verb; look, go, change, etc
5) Using simple past tense

METHODOLOGY

This research used a quasi-experimental research. Creswell (2008; 313) explains quasi experimental include assigment, but not random assigment of participants to groups. This research involved two groups, they will receive different teaching treatment.The score result in the pre-test then compared to each other to find out the differences.

There are two groups or classes in experimental research. They are: control class and experimental class. An experimental class receives a new treatment while control class receives a conventional method. The control class is class B of the eighth grade of SMPN 2 Rantau KAL-SEL in academic year of 2013/2014 and the experiment class is class F. The researcher gives pre-test and post-test to both classes to collect data.

The research was conducted   in SMPN Negeri 2 Rantau Kal-Sel on February 10th 2014–11th March 2014. The school is located on Jalan Gerilya in Tapin regency South-Kalimantan. This school was chosen as the place of the research because the teachers of school had never used cartoon video as the media to teach speaking to the students. The population of this research is the eighth grade students of SMPN 2 Rantau in academic year of 2013/2014 which consisting of seven classes. The total numbers of population are 158 students. This research was conducted in the second semester.

The researchear used *cluster random sampling technique.* There were two classes taken as sample in this research, they were class VIII B as control class and they were taught by using conventional method, while class VIII F as experimental class, they were taught by using cartoon video. The reason to choose these classes was they were ready to be researched. The research was conducted in eight meetings consisting of six meeting in applying the treatment and two meetings for administering pre-test and post-test.

FINDINGS
Descriptive Analysis
In this research the technique of collecting the data was test. The test of this research was administered in form of pretest and posttest. In this chapter will be presented on the result of the research, data analysis and discussion. Research conducted on two classes, namely experimental class (VIII F) with 22 students given treatment using cartoon video, while the control class (VIIIB) with 22 students given conventional teaching. Treatment was given in 6 meetings for basic speaking competence recount text.

Data of Pre-test and Post-test

Data Description of Pre-test Result in Experimental and Control Class

Data Description	Score	
	Experimental	**Control**
N	22	22
Mean	42.50	42.73

Standard Deviation	6.682	7.025
Min Score	30	25
Max Score	60	55

The table shows that the mean of pre-test result in experimental class was 42.50 and standard deviation was 6.682. Moreover, the table also shows that the minimum score was 30 and the maximum score was 60. It can be seen that the mean of pre-test in control class was 42.73 and standard deviation was 7.025. The minimum score was 25 while the maximum score 55.

Data Description of Post-Test Result in Experimental and Control Class

Data Description	Score	
	Experimental	**Control**
N	22	22
Mean	75.68	57.50
Standard Deviation	10.834	12.152
Min Score	60	40
Max Score	95	80

From the table above, it can be seen that the mean of the post-test result in experimental class was 75.68. The standard deviation was 10.834. The minimum score obtained was 60 and the maximum score which was obtained was 95. While the mean of the post-test result in control class was 57.50. The standard deviation was 12.152. The minimum score was 40 and maximum one was 80.

Based on the descriptive data, it can be explained that there was significant different between the experimental and control class. It can be found clearly between the changing score of pre-test and post-test in experimental class, the minimum score was 30 in pre-test to 60 in post-test and maximum score was 60 in pre-test and 95 in post-test, while in control class, the minimum score was 25 in pre-test to 40 in post test and the maximum score was 55 in pre-test to 80 in post-test.

Obtaining data description, the researcher categorized the scores in Qualitative category. This was to describe students' speaking skills between experimental and control class. The

categories are very good, good, fair, poor, and very poor (Nurgiantoro, 2001:399). The categorization was based on the ideal mean and standard deviation. The ideal mean is obtained from 60% of the maximum score and the ideal standard deviation is one – fourth of ideal mean. The possible maximum score is 100. Therefore the ideal mean $Xi = = 60\%$ x 100 =60 and the ideal standard deviation is $Si = 0.25$ x 60 = 15. The following table will indicate the criterion of the scores.
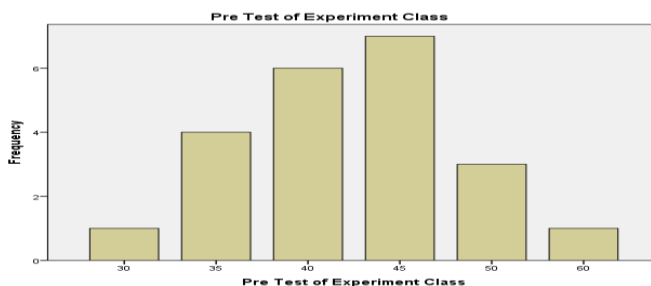
The Categorization of Score

Sigma Scale	Number Scale	Class Interval	Category
+1.5	$Xi + 1.5Si » 60 + 1.5 (15) =82.5$	>82.5	Very Good
+0.5	$Xi + 0.5Si » 60 + 0.5 (15) =67.5$	67.6 – 82.5	Good
-0.5	$Xi - 0.5Si » 60 - 0.5 (15) =52.5$	52.6 – 67.5	Fair
-1.5	$Xi - 1.5Si » 60 - 1.5 (15) =37.5$	37.6 – 52.5	Poor
< -1.5	$Xi - 1.5Si » 60 - 1.5 (15) =37.5$	< 37.5	Very Poor

Data Description of Experimental and Control Class
Data Description of Experimental Class

Before doing the research hypothesis testing, it will first be analyzed regarding the score of the average students, normality and homogeneity of the class experiment and control classes. To see the result of the student learning before and after treated, it is necessary to process and analyze of data on the pre-test and post-test scores.

Pre-test of experimental class was conducted at February 10th, 2014. The researcher came to class and explained what they have to do. Finally, she asked the students to tell their experience of holiday in front of class orally and individually. The recapitulation of the data shown in the following table:

Pre Test of Experiment Class

The chart above we can see that one student got 30. Four students scored 35. Six gained 40. Seven of them got 45. Three of the participants acquired 50 and just one student got 60.

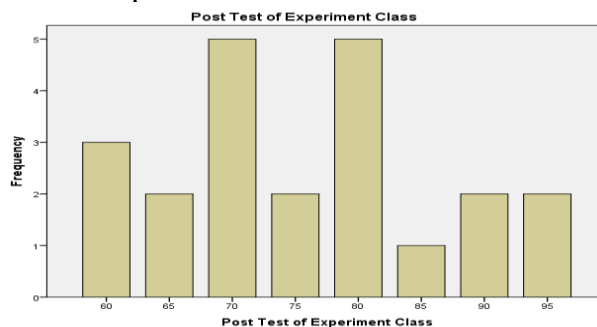**Frequency Distribution of Pre-Test Score Categorization in Experimental Class**

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good

67.6 – 82,5	0	0	Good
52.6 – 67,5	1	4.5	Fair
37.6 – 52,5	16	72.7	Poor
< 37.5	5	22.8	Very Poor
Total	**22**	**100**	**-**

Based on the table, one student was classified of having fair category of speaking skill before using cartoon video in teaching and learning process, sixteen students belonged to poor category and five students were in very poor. In short, most of students or 72.7 % of them were in poor category.

After getting the treatment for 6 meetings by using cartoon video as media in teaching English Speaking Recount Text, the students got post-test in the last meeting to measure the change of the score. Post-test was given after all treatments are conducted. It was conducted at March 6th, 2014.This test was used to measure students' achievement after giving the treatments

The following is the chart of post-test.

The chart above shows that three students acquired 60, two students got 65, and five students obtained 70. Two students scored 75. Five students obtained 80. While one of them got 85. Two students got 90 and two students successfully scored 95. Next, the percentage of frequency distribution of posttest result in Experimental class can be seen in the table below:

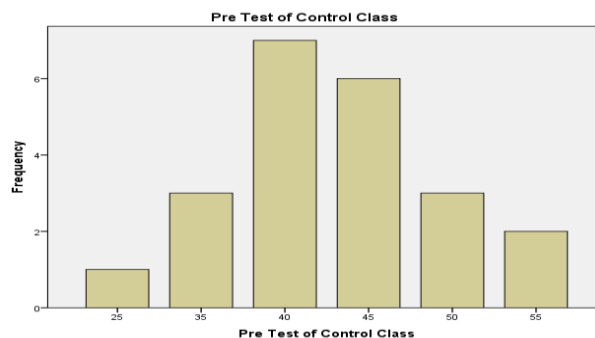**Frequency Distribution of Post-test Score Categorization in Experimental Class**

Class Interval	F	Percentage (%)	Category
> 82.5	5	22.8	Very Good
67.6 – 82.5	12	54.4	Good
52.6 – 67.5	5	22.8	Fair
37.6 – 52.5	0	0	Poor
< 37.5	0	0	Very Poor
Total	**22**	**100**	**-**

The table shows that there were five of twenty two students who were in very good category and twelve students were in good category. The rest of them were in fair category because they got score between 52.6– 67.5. None of students was in poor and very poor category.
Data Description of Control Class

Pre-test was given before treatments. It was conducted at February 12th, 2014. The researcher came to class and explained what they had to do. Finally, she asked the students to retell their experience in the past. And the topic is holiday. The student asked to perform it in front of class orally and individually.

The chart below shows the result of the Pre-Test of Control Class.

The chart shows that the one student got 25. Three out of students obtained 35. Seven students got 40. Six students achieved 45. Three students got 50 and the rest attained 55. The percentage of frequency distribution of pretest result in control class is displayed below:
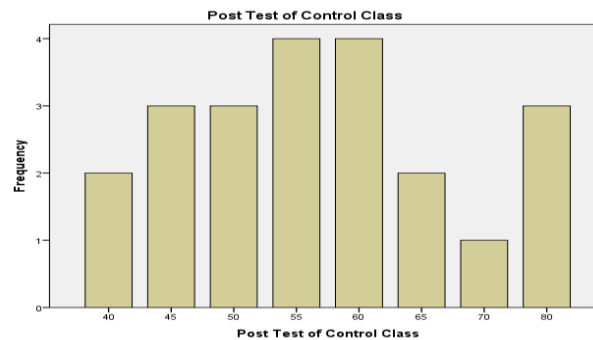
Frequency Distribution of Pre-Test Score Categorization in Control Class

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good
67.6 – 82.5	0	0	Good
52.6 – 67.5	2	9.1	Fair
37.6 – 52.5	16	72.7	Poor
< 37.5	4	18.2	Very Poor
Total	**22**	**100**	-

The table displays those two out of twenty two students who belonged to fair category. As many sixteen students of them belonged to poor category. Four students who classified in very poor category. None of students belonged to good and very good category. It can be concluded that the most of the students or as many 72.7% of them were in poor category.

Post-test is given after all treatments. It was conducted March 10th, 2014.

This test is used to measure students' achievement after giving the conventional method.

Post Test of Control Class

From the chart above, it can be seen that there were two students acquiring score 40. Three students got 45. Three attained 50. Four of them got 55. Four students got 60. Two obtained 65. One acquired 70, and the rest gained 80. Next, the percentage of frequency distribution of posttest result in control class can be seen in the table below.

Frequency Distribution of Post-Test Score Categorization in Control Class

Class Interval	F	Percentage (%)	Category
> 82.5	0	0	Very Good
67.6 – 82.5	4	18.2	Good
52.6 – 67.5	10	45.4	Fair
37.6 – 52.5	8	36.4	Poor
< 37.5	0	0	Very Poor
Total	**22**	**100**	**-**

The table shows that there was no one of twenty two students in control class who categorized into very good level of speaking skill. As many four students of them belonged to good category because they got score between 67.6-82.5. Ten students belonged to fair category and the rest of them or eight students were classified in poor category. None of students was belonged to very poor category.

Inferential Analysis

Normality
After knowing the descriptive statistical analysis of pretest scores for the experimental class and the control class, the next step is to test the normality of the pretest scores of the both classes. Normality test is performed to determine whether the data is normally distributed between the experimental class and the control class or not. Normality Tests conducted with Shapiro-Wilk test statistics with SPSS 21.0.

Normality test results for pre-test

The Normality Test in Pre-test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Value	Control	.167	22	.112	.939	22	.188
	Experiment	.172	22	.088	.935	22	.156

a. Lilliefors Significance Correction

Testing criteria:

If P> α (0.05), then the normal distribution

If P <α (0.05), then it is not normal

Based on the calculation of the normality test on the obtained of experimental class P = 0.156 and gained of the control class P = 0.188. By comparing the value of α = 0.05 for the experimental class P = 0.156 > α (0.05), and a control class P = 0.188 > α (0.05). It can be concluded that for both data are distributed normally.

Normality test results of post-test
Normality test is done to determine the normal distribution of data or not between the experimental class and the control class. Testing for normality used Shapiro-Wilk test statistics with SPSS 21.0. The test results for the posttest given in the table below:

The Normality Test in Post-test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Value	Control	.145	22	.200	.928	22	.109

Experiment	.155	22	.186	.940	22	.194

a. Lilliefors Significance Correction

Testing criteria:
If P> α (0.05), then the normal distribution
If P <α (0:05), then it is not normal

Based on the calculation of the normality test on the experimental classes obtained at P = 0.194 and P = derived control class 0.109. By comparing the value of α = 0.05, then for the experimental class P = 0.194 > α (0.05) and the control class P = 0.109 > α (0.05). It can be concluded that for both the data are distributed normally.

Homogeneity
Homogeneity Test of Pre-test

Having known that the pre-test data are distributed normally, and then the next step is to test the homogeneity of variance to determine the similarity between the pretest scores. Test of homogeneity of variance using SPSS 21.0. The Results of homogeneity test for pretest the data given in the table below:

The Homogeneity Test in Pre-test

		Levene Statistic	df1	df2	Sig.
	Based on Mean	.033	1	42	.856
	Based on Median	.033	1	42	.856
Value	Based on Median and with adjusted df	.033	1	41.825	.856
	Based on trimmed mean	.033	1	42	.857

Testing criteria:

If the significance value (P)> α (0.05), then the homogeneous

If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.856. By comparing the value of α = 0.05 as the value for P (0.856) > α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

Homogeneity Test of Post-test

Homogeneity test was conducted to determine the data have homogeneous variances or not. Test of homogeneity of variance using SPSS 21.0. Results of homogeneity test for the data given in Table posttest.

The Homogeneity Test Post-test

		Levene Statistic	df1	df2	Sig.
Value	Based on Mean	.099	1	42	.755
	Based on Median	.046	1	42	.831
	Based on Median and with adjusted df	.046	1	39.034	.831
	Based on trimmed mean	.096	1	42	.759

Testing criteria:

If the significance value (P)> α (0.05), then the homogeneous

If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.755. By comparing the value of α = 0.05 as the value for P (0.755)> α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

Hypothesis Testing

Similarities between the ability of students who received treatment by using cartoon video and conventional can be determined by examining the average pretest score for each class. After testing the data for normality and homogeneity test results of the pretest and posttest is known that the distribution of both pretest and posttest scores were distributed normally and homogeneous, so to test the difference in the two mean posttest used parametric statistical t-test. T-test

(Independent Samples T-test) was performed with SPSS 21.0, with a significance level of 5%. The formulation of hypotheses to be tested**:**

There is a significant difference of speaking ability between the Eighth grades students of SMPN 2 Rantau who are taught by using of cartoon videos and those who are taught by using conventional method.

Criteria for Testing Hypotheses:

- Independent Sample T-test If the -t obtained < -t table or t obtained > t table, then H0 is rejected, Ha accepted.
- If the -t table ≤ t obtained ≤ t table, then H0 is accepted, Ha rejected.
  Based on the significance
- If P> α (0.05), then H0 is accepted, Ha rejected.
- P <α (0.05), then H0 is rejected, Ha accepted.

Independent Samples T-test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of Difference	
									Lower	Upper
Value	Equal Variances Assumed	.099	.755	-5.245	42	.000	-18.182	3.467	-25.178	-11.186
	Equal Variances not assumed			-5.245	41.478	.000	-18.182	3.467	-25.180	-11.183

Based on the above table the significance (P) was 0.000. Because of the significance of P (0.000) <α (0.05), Ha is accepted. Based on the above table, it obtained t = -5.245. And table = (df) n-2 or 44-2 = 42, the results obtained for the t table is -2.018. Because of -t obtained (-5.245) < - t table (-2.018), so it can be concluded that there are differences in the ability of speaking recount text in the eighth grade students of SMPN 2 Rantau given teaching by using media cartoon videos with students who were taught by using conventional method. In other words, the post-test score of the experimental group was higher than the post-test score of the control group.

DISCUSSION

The finding showed that student's ability improved. It can be concluded that the implementation of using cartoon videos as a media in teaching speaking recount text was effective. It was proven with students average score in experimental class was higher than control class in the post-test.

The Average Scores of Students

Value	Control Class	Experiment Class
Pre-test	42.73	42.50
Post-test	57.50	75.68

From this research it can be seen that teaching speaking recount text by using cartoon video was effective. The cartoon video in this research has several advantages as follows:

First, the cartoon video is very helpful for teacher to provide media in teaching speaking. Because in teaching speaking recount text, the teacher must provide appropriate materials and media in order to assist students in finding ideas to speak. From cartoon video was watched, students gain a lot of new vocabularies which became the basis to talk.

Second, the researcher used cartoon videos that appropriate with the characteristics of the junior high school students' level. Not too easy and not too difficult. Students can understand the lesson easily and challenged to develop their ability to speak.

Next, the cartoon video was used contains conversations that are used in everyday life. So that students really like to learn the real target language. In addition, students can use the conversation in real life outside the classroom.

Furthermore, the advantage of this cartoon video is the availability of video subtitle language that was shown in two languages at once, English (the target language) and Indonesian (first language). This makes the students get the ease of understanding the meaning of context in the conversation. Besides, students could imitate the pronunciation of the words correctly.

After watching cartoon videos there are many things can be done by students. For example, students were asked to retell anything done by the cartoon character in the video. In

addition, students may also be asked to recount their own experiences related to the story in the cartoon video.

This greatly helps students in learning speaking recount text, because the lessons with fun and learning objectives can be achieved. If the right activities are taught in the right way, speaking in class can be a lot of fun, students can be motivated to speak a lot and to explore their idea.

After conducting the research, the researcher concluded that the use of cartoon videos as media in speaking recount text is effective. Based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the speaking ability of the students in the experimental class who were taught by using cartoon videos shows improvement. The mean score of experimental class in pre-test was 42.50 and in the post-test was 75.68. It can be seen that there is a significant progress from pre-test to the post-test. The highest category in pre-test was poor category. In the post-test the highest category of the experimental class belonged to good category.

    The result of the analysis of the speaking ability of the students who were taught by using conventional method of the control class also had improvement but not significant. It can be seen from the mean score of pre- test was 42.73 and the mean score of post-test was 57.50. The highest category in pre-test belonged to poor category. In the post-test of control class, there were ten students or 54.4 % who belonged to fair category.

2. Based on the t-test, it could be seen that the value of -t obtained (-5.245) < - t table (-2.018), at the significant level 5%. The hypothesis testing indicates that the score of experimental class were significantly higher than the score of the control class. Based on the result of the data analysis, it was found that there was a significant difference of students' speaking ability between who are taught by using cartoon videos and those who are taught by using conventional method.

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