IMPROVING STUDENTS' SPEAKING SKILL THROUGH RETELLING CARTOON FILM AT THE XI CLASS STUDENTS OF AUDIO VIDEO DEPARTMENT IN SMKN 2 PALOPO

A THESIS

**Submitted to the English Language of S1 Tarbiyah Department
of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for
S.Pd Degree in English Education**

By:

**YULIANA YUSUF
Reg. Num. 09.16.3.0109**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

NOTA DINAS PEMBIMBING

Palopo,   February 2014

Perihal   : Skripsi

Lampiran   : -

    Kepada Yth,

    Bapak Ketua Jurusan Tarbiyah STAIN Palopo

Di-

       Palopo

Assalamu'alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Yuliana Yusuf

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Judul Skripsi   : Improving Students' Speaking skill Through Retelling Cartoon Film at the XI Class Student of Audio Video Department in SMKN 2 Palopo.

Menyatakan bahwa skripsi tersebut telah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr.Wb.

Pembimbing I

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NOTA DINAS PEMBIMBING

Perihal   : Skripsi

Lampiran   : -

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                           Palopo,   February 2014

                           Pembimbing II

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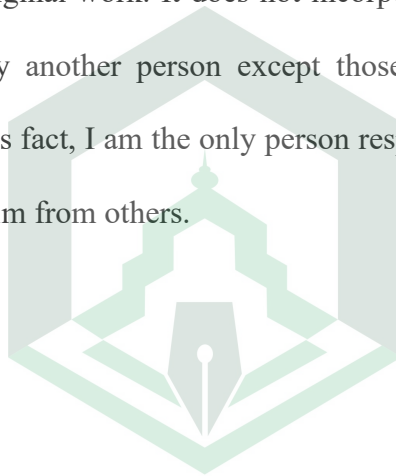   **Nip. 19690504 200312 2 002**

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Declares that this thesis he wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state College for Islamic Studies Palopo entailed,`` Improving Student`s Speaking Skill Through Retelling Cartoon Film at the XI Class Student of Audio Video Department in SMKN 2 Palopo". Is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

                                                 Palopo,   February 2014

                                                 Researcher

                                                 YULIANA YUSUF
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CONSULTANT APPROVAL

Thesis Entitled: Improving Student`s Speaking Skill Through Retelling Cartoon Film at the XI Class Students of Audio Video Department in SMKN 2 Palopo.

Written By:

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Has been corrected and approved to be examined.

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THESIS APPROVAL

This thesis entitled **Improving Students' Speaking Skill Through Retellig Cartoon Film at the XI Class Students of Audio Video Department in SMKN 2 Palopo,** which is written by **Yuliana Yusuf**, REG. NUM. **09.16.3.0109**, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Friday, March 14th 2014, coincide with 12 Jumadil Awal 1435 H, it is authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, <u>March 14th 2014 M</u>
12 Jumadil Awal 1435 H

COMMITTEE OF EXAMINATION

1. **Prof. Dr. H. Nihaya M., M.Hum**	**Chairman**	(…..……………....)
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بسم الله الرحمن الرحيم

Alhamdulillahi Rabbil 'Alamin, praise and thanks to the Almighty God, Allah SWT, without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

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Palopo,   February 2014

The researcher

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ABSTRACT

Yuliana Yusuf, 2014. *Improving Students` Speaking Skill Through Retelling Cartoon Film at the XI Class Students of Audio Video Dpartment in SMKN 2 Palopo.* Thesis, English Study Program of Tarbiyah Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Wisran, S.S., M.Pd. and Wahibah, S.Ag., M.Hum.

Keyword: Retelling, Cartoon Film, and Speaking skill.

This thesis focused on the improvement of students` Speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo through retelling cartoon film. This thesis focused on two research questions; is cartoon film effective to improve the students` speaking at the XI class students of audio video department in SMKN 2 Palopo? And are the students` interested in learning speaking through retelling cartoon film?

This research applied experimental research with pre-test and post-test design. This research was undertaken at the XI class students of Audio Video Department in SMKN 2 Palopo. There are two classes and the total numbers of population were 21 students. The researcher took all of the population as the sample because the population of the class less than 100 students, and using population research. The researcher used questionnaire as instruments of the data collection.

The result of this research showed that there were significance developments on students` speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo after conducting the treatments through retelling cartoon film. In which the score of t_{test} (3,352) is greater than the score of t_{table} (2,845), it indicated that H_0 was rejected and accepted H_a. It means that Retelling cartoon film gave significance improvement to the students` speaking skill. In addition, the researcher found the result of the questionnaire that almost all of the students gave positive responses, such as they gave attention seriously in learning process, they have been more active than before, make them happy and enjoy the class, and of course they could improve their vocabularies toward retelling cartoon film in improving speaking skill.

CHAPTER I
INTRODUCTION

A. Background

Language is a means of communiation which human beings use in their life. They use it in speaking and writing. Through language they express their ideas and their feeling. So, without language they can not communicate to another.

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used in many purpose of people activities. So, English is used in both formal and informal education either as second or foreign language.

English is a foreign language in Indonesia that consists of four skills, namely: listening, speaking, reading and writing. These four skill are usually considered as integral system because they support each others.

Speaking skill is difficult for foreign learners because effective oral communication require the ability to use language appropriately in social interaction.[1] Since it is used in social interaction, the learners of language must have well in speaking.

There are many people or learners who study English, encountered problem how to speak to the other people well. Problem of speaking is all learners' problem who studies English as a foreign language, and it seems to be underground by the learners at SMK Negeri 2 Palopo. After the researcher conducted teaching

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[1]Richard Willy A. Renandya, *Methodology in Language Teaching* (Ed. I; New York: Cambridge University Press, 2002), p.204.

practise at SMK Negeri 2 Palopo, the researcher found most of learners who still lack of attention in English teaching process, especially in speaking class.

Realizing the problem, teacher has to formulate new strategy in teaching their students. On the other word, students have to be more active than the teacher in the classroom, because research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talked in the classroom. This situation will lose students' interest and make them bored, because the teacher always dominate to talk in the classroom. So that, teacher have to be creative to use strategy in teaching speaking.

Nowadays, there are so many strategies used by students in practicing their speaking skill. One of them is telling narration or story. Narration has always been one of the main means of practicing speaking in the classroom.

From the statement, cartoon film is included one of the narration that can used by the teacher in teaching speaking class. Retelling cartoon film is one of the strategy that invite the students to talk about the story after they watch. The students give attention seriously in learning if the cartoon film story is interesting for them. Hopefully, from this strategy the students will have more time to practise their speaking in learning process, and of course through this strategy the students increase their vocabularies.

Based on explanation above, the researcher interested to do the research about **"Improving The Students' Speaking Skill Through Retelling Cartoon Film at the XI Class Student of Audio Video Department in SMKN 2 Palopo."**

B. Problem Statement

Based on the background above, the problem statement can be formulated as follows:

1. To what extent does retelling cartoon film improve the students' speaking skill at the XI Class Students of Audio Video Department in SMKN 2 Palopo?

2. How is the students' interest towards the use of retelling cartoon film in improving students' speaking skill at the XI class students of Audio Video Department in SMKN 2 palopo?

C. Objectives of the Research

According to the problem statements, the objectives of the research are formulated as follow:

1. To find out whether the students' speaking improvement at the XI Class Students of Audio Video Department in SMKN 2 Palopo through retelling cartoon film.

2. To find out the students' interest towards the use of retelling cartoon film in improving students' speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo.
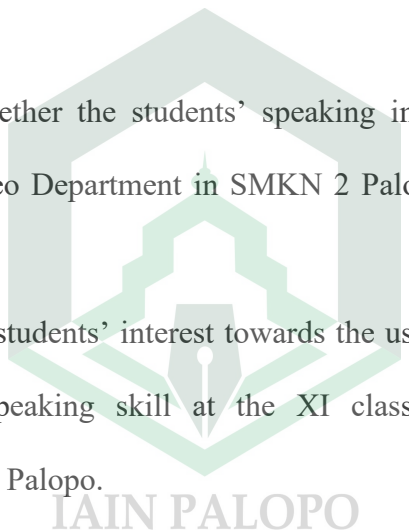
D. Significance of the Research

The result of the research is expected to be useful information for the teachers that they can formulate cartoon film as a new strategy in teaching their students. So that the teaching and learning process become enjoyable. By using this

strategy, the students can improve their speaking skill through retelling cartoon film, especially to the XI class students of Audio Video Department in SMKN 2 Palopo and give information about the interest of the students toward this strategy in the class. Not only that, this research could one of the references for the next researcher in conducting other researches with more detailed information about retelling cartoon film to improve students' speaking skill.

E. Scope of the Research

The scope of the research is limited on the discussion about the improvement of students' speaking skill through retelling cartoon film "The Jarmies" and "Paddle Pop". It is focused on three aspects of speaking namely accuracy, fluency, and comprehensibility, and the interest of the students' towards the use of retelling cartoon film at the XI class students of Audio Video Department in SMKN 2 Palopo.
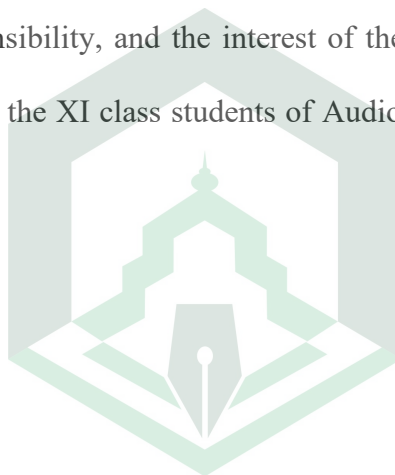
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In writing this draft, the researcher found some researches related to this research as follows:

1. Harianto (2009), had conducted research about Developing Speaking Skill by Retelling Anecdote at Eleventh Year Students of MAN Palopo. He concluded that by using retelling anecdote srategy can give significant development toward the students' speaking ability in English and found that most of the students gave positive respond and enjoy it.[1]

2. Nasrullah (2008), had conducted research about Improving Speaking Skill Through Retelling Story at the Tenth Year Students of MAN Palopo. He concluded that using retelling story strategy is more suitable for the tenth year students of MAN Palopo in improving their speaking skill. Beside that, through the retelling story strategy can motivate the students to improve their speaking skill and through retelling story the vocabularies of the students will increase also.[2]

3. Ishak (2012), had conducted research about The Ability Of The Student in Retelling Movie Story to The Grade IX of A Junior High School in SMP Negeri 7 Palopo. The writer concluded that the third year students of SMP Negeri 7 Palopo

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[1]Harianto, *Developing Speaking Skill by Retelling Anecdote at Eleventh Year Students of MAN Palopo,* (thesis of STAIN Palopo, 2009), p.80.

[2]Nasrullah*, Improving Speaking Skill Through Retelling Story at the Tenth Year Students of MAN Palopo,* (thesis of STAIN Palopo, 2008), p.85.

have fairly category in retelling movie story with the mean score is 6. Most of students did not know exactly how to expressed, and describing a movie story.[3]

4. Purwita Anggraeni had conducted research about Audio Lingual Teaching as an Alternative Method in Teaching Speaking (An Action Research Given to the First Year Students of SMP Negeri 2 Pemalang in the Academic Year 2006/2007). She concluded that using audio-lingual teaching method to teach speaking to the first year students of Junior High School is very good and had a significant effects, especially for students of SMPN 2 Pemalang.[4]

5. Ilham (2011), had conducted research about Telling Anecdote Technique in Improving Students' Speaking Skill at the Eleventh Grade Students of SMA Guppi Padang Sappa. He concluded that using telling anecdote technique, students could express their opinion and thoughts without pressure, they get honor to talk and they are enjoy getting interesting topic that discussed. The result of their learning processed improved.[5]

And differences are all researcher using different strategy in their research, those are so creative strategy. In this research the researcher will use new strategy, that is using film for teaching speaking. It can stimulate students to practice speaking directly by using retelling film story.

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[3]Ishak, *The Ability Of The Student in Retelling Movie Story to The Grade IX of A Junior High School in SMP Negeri 7 Palopo,* (thesis of UNCOKRO Palopo, 2012). p. 27.

[4]Purwita Anggraeni, *Audio Lingual Teaching as an Alternative Method in Teaching Speaking (An Action Research Given to the First Year Students of SMP Negeri 2 Pemalang in the Academic Year 2006/2007)*, p. 69.

[5]Ilham, *Telling Anecdote Technique in Improving Students' Speaking Skill at the Eleventh Grade Students of SMA Guppi Padang Sappa,* (thesis of STAIN Palopo, 2011).p.71

B. General Concept of Speaking

1. Speaking Skill

Learning any foreign language has to do with the four skills that have to be mastered. The four skills are listening, speaking, reading and writing. Speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. The diagram below expresses these four skills:

	Productive/ active	Receptive/ passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Listening skill is the ability to understand English presented in oral form. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others.

Speaking skill is the ability to use the language in oral form. In Junior and Senior High Schools this skill is limited to the ability to conduct a simple

conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.)

Speaking consists of producing systematic verbal utterance to convey meaning (utterance are simply thing people say). Flores said, "Speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information". Speaking in language is especially difficult for foreign language learners, because effective oral communication requires the ability to use language appropriate in social interaction. Diversity in interaction involved not only verbal communication, but also part linguistic elements of speech such as pitch, stress and intonation.[6] Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity.

Speaking skill is like listening skill, it is often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

Speaking enable the students to express a meaning through a transactional and interpersonal conversation in term of suggestion, complain, excuse, possibility

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[6]Richard and Renandya in www.scribd.com/doc/5981804/*Improving Students Speaking through Drama,* accessed on Thursday, 2013.

contextually used in daily live.[7] Dialogue by using expression is one way to find people respond to make conversation. Beside that the student is also expected to improve their speaking skill.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

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[7]Swastanto Wahyu *, Modul Bahasa Inggris*, (Solo: Hayati, 2009), p.1

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent.

The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[8]

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur devide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.[9]

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[8]M.Basri Wello and Hafsa J, Nur,*An Introduction To ESP* (Ujung Pandang : CV Sunu Surabaya, 1999).p 71.

[9]Muhammad Rasyid and Hafsah J. Nur, *Teaching as Foreign Language (TEFL) in Indonesia.* (Department of English Education : FPBS IKIP Ujung Pandang, 1997),p.200.

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation. In this case, performance features is the appropriatenessin using language.

Based on statement above, the writer divides speaking skill into three main components, as follows:

a. Accuracy

Accuracy is the ability in use target language clearly intelligible pronounciation, particuler grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by all allowing students to focus on the elements of phonology grammar and discourse in their spoken output.[10]

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of speaking assessment which focus on how far the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

b. Fluency

Fluency is the ability to produce what one whishes to say smoothly and without undue hesitation and searching . Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Nur found that in that students speaking skill they were fairly fluent in interaction with speak of 75-89

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[10]H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State Univerrsity, 2007),.p.268.

word per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.[11]

Based on the experts' opinion above, the researcher concludes that fluency is one of the criteria of speaking assessment which focus on how fast the speakers produce words when they are performing speaking to the other people.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomonation with considerable repetition and repharasing. Comprehension is exercise to improve one understands.[12]

In testing speaking proficien , we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test,for example through limited response; directed response, question about picture,reading – aloud,paraphrase explanation,guided role play or relaying information, visual and paraphrase techniques through oral interview.[13]

Based on the experts' opinion above, the researcher concludes that comprehensibility is one of the criteria of speaking assessment which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

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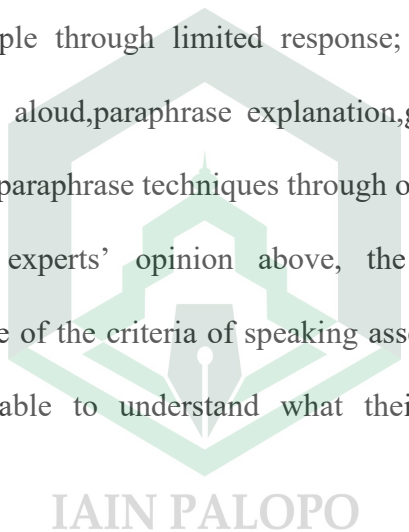
[11]Muhammmad Rasyid and Hafsah J. Nur , *Teaching an Foreign Language*, p.201.

[12]Martin H,Manser, *Oxford Learners' s Pocket Dictionary*,(Ed, II ; Oxford : Oxford University Press, 1995),p.8.

[13]Harold Madsen, *Tecniques In Testing* (Ed,II ; New York ;Oxford University, 1983),p.162.

After knowing the some criteria of speaking assessment stated by the expert above,it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accuratelly.

3. The Elements of Speaking

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language features

The elements necessary for spoken production, are the following:

1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to – face interaction). The use of these devices contributes to the ability to convey meanings.

3) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

1) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.[14]

4. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners as speaking skill. According to the Brown, the following characteristic of spoken language can make oral performance easy as well as in some case difficult.

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[14]Jeremy Harmer, *The Practice of English Language Teaching*, (*London:Longman, 2001)*, p. 264.

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Student who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn sigmatize them.

d. Ferformance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of ferformance hesitatios, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in english our "thinking time" is not silent; we insert ceratin "fillers" such as *ub, um well, you know, i mean, like,* etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
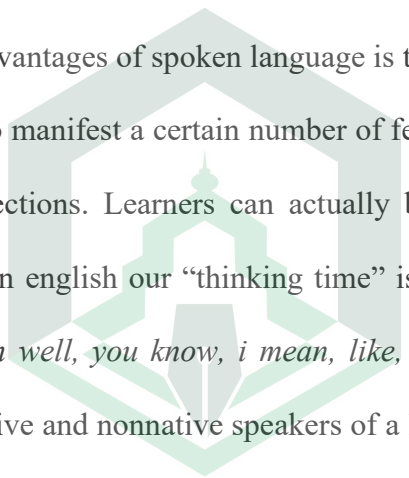
e. Colloquial Language

Make sure your students are resonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken english to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhytm, and Intonation

This is the most important characteristic of english pronunciation, as will be axplained below. The stress-timed rhytm of spoken english and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversatioanl negotiation.[15]

5. **Types of Spoken Language**

Much of our language-teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching listening comprehension. The classification of types of oral language are:[16]

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[15]H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco State Univerrsity, 2007), p. 326-327.

[16]*Ibid*, p. 328-329

a. Monologue

   1) Planned (unfamiliar)

   2) Unplanned (familiar)

b. Dialogue

   1) Interpersonal (Unfamiliar)

   2) Transactional (Familiar)

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption—the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse stuctures. Planned monologues (such a speechesand other prewritten maaterial) usually manifest little redundancy and are therefore relatively difficlt to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more redundancy, which makes for ease in comprehension.

Dialogues involve two or more speakers and can subdevided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between or among participants who are unfamiliar with each other, references and

meanings have to be made more explicit to assure rffective comprehension. When such references are not expicit, misunderstandings can easily follow.

6. Types of Classroom Speaking Performance

Brown states that there are six categories apply to kinds of oral production that students are expected to carry out in the classroom[17]:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners paractice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningfull interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitate to including speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c. Reponsive

A good deal of student speech in the classroom is responsive: short reflies to teacher- or student-initiated questions or comments.

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[17]*Ibid*, p. 327-330.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

1) A casual register
2) Colluquial language
3) Emotionally charged language
4) Slang
5) Ellipsis
6) Sarcasm
7) A covert "agenda"

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called onto give extended monologues is the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.
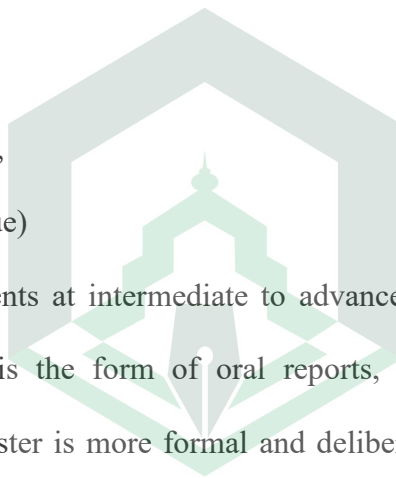
C. Retelling

Retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others[18]. Retelling a film is an activity to help the students focus on their understanding of what they watch, they hear and challenges them to communicate what they have learned to others. Retelling can come in to the form of an oral presentation or a written assignment and features the main components of characters, setting, problem, events, solution, and theme. The easy to remember handprint will help the students to organize their though and information as they prepare to retell their stories.[19]

Ishak says in his thesis that "retelling is a powerful technique for checking understanding". Unlike answering specific questions after reading, retelling requires reprocessing large segments of text thinking about the sequence of ideas/events and their importance. Retelling is a versatile tool for both the students and teacher for retelling a movie. Retelling a story especially retelling film in one's own words (rather than reciting a text from memory) provides oral fluency practice. Story-telling is a common human activity which can be enjoyable, especially if the material is interesting. On the other hand, when listening to a story in a foreign language it is easy to "tune out". The twist in this activity is that the listener has to be attentive

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[18]Subramanian, A. *Retelling Story*. Online. http://www.waze.net/oea/activities/1. accessed on January 3rd, 2013.

[19]Subramanian , *ibid*.

because they will shortly have to retell the film that they are hearing and watching. Then, they try to retell it in speaking.[20]

1. For the student

a. Provides an opportunity to share what they had heard and seen.

b. It provides practice in reviewing the story or body of information and retelling it in sequence

c. It also helps develop oral language skills

d. Students work individually, listening to a film story. after which students are in demand to retell the content of the film in front of the class.

2. For the teacher

a. It is an important type of informal assessment.

b. Retelling can determine the degree of understanding a stude.

D. Helping Students Develop Their Retelling Skill

1. Explain that the purpose of retelling is to recreate, as close as possible to the original, something that has been viewed the film. Remind students how they engage in retelling when they talk about a favorite film.

2. Model a retelling with a short selection. If the selection is familiar to the students, they will be able to make comparisons between the original and retold version.

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[20]Ishak, *The Ability Of The Student In Retelling Movie Story To The Grade IX Of A Junior High School In Smp Negeri 7 Palopo*,(thesis UnCokro Palopo, 2012), p. 15.

3. After the retelling, discuss what they heard. Talk about and list the elements of a retelling movie.

4. Guiding students in retelling by providing them a movie. After listening, then they prepare to recount. With reference to the information they see. Students in order to retell the class.

E. The Use of Film as Media in Language Teaching

Based on Oxford Learner's pocket dictionary, medium (plural media) is "something which is used for a particular person."[21] Education association defines that media is thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument which is used well in the teaching learning process, and can influence effectiveness of instructional program.[22]

According to Oemar Hamalic there are four classifications of teaching media:

a. Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.

b. Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.

c. Audio visual media, such as film, TV, and three dimensions things.

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[21]Victoria Bull, *Oxford Learner's Pocket Dictionary,* (fourth edition; New York: Oxford University Press, 2011), p. 259.

[22]Asnawir and M. Basyirudin Usman, *Media Pembelajaran,* (Jakarta: Ciputat Pers, 2002), p. 11.

d. Dramatization, role play, socio drama, etc.[23]

Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.[24]

Here are many definitions of cartoon some experts give their opinions dealing with cartoon. Cartoon is one of the major forms of graphic communication. They have the power to capture attention and influence attitudes and behaviors. Cartoon is caricature; often representing important events of politic or important public figure. Cartoon is an amusing drawing or series of drawings in a newspaper.[25]

From definition above, the writer concludes that cartoon is an amusing, which gave a story about person, group or situation.

There are several definitions dealing with films. According to Oxford Dictionary, film is motion picture or a showing of a motion picture, cinema picture or movie.[26] Film is a motion of picture, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound. Film is a cinema picture, movie, roll of thin flexible material used in photo grapy. Films is motion picture as a form of
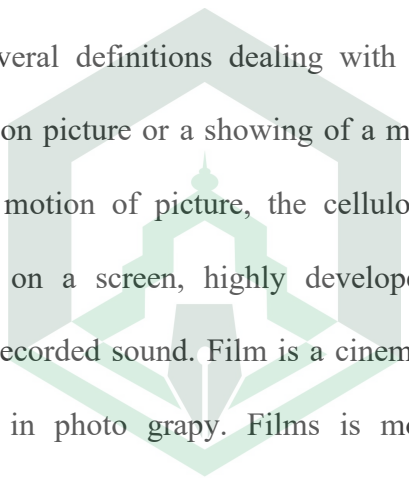
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[23]*Ibid,,* p. 28.

[24]*Ibid.*, P. 32.

[25]Victoria Bull, *op.cit.,* p. 58.

[26]*Ibid*, p.165.

entertainment or an art, usually preceded by showing of one or move motion picture.[27]

From definition above, it can be concluded that 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.

In this part, the writer discusses the advantages and disadvantages of cartoon films:

a. The Advantages of Cartoon Film

One of audio visual media is movie or film. Film is considered effective to be used as a teaching aid. A movie played in front of students should be an integral part of teaching activity.

Film has particular value, such as completing basic experience, provoking new inspiration, attracting attention, showing treatment of real object, explaining abstract things, etc. There are some advantages of film as a medium in teaching learning process, they are:

1) Film can describe process

2) Film can arouse impression of room and time

3) The picture are three dimensions

4) The sound can arouse reality of picture in from of nature expression

5) Film can tell expert's voice while watching his/ her appearance

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[27]Asnawir and M. Basyirudin Usman, *loc.cit.*

6) Color film can add reality of object, which is practiced.

7) Film can show scientific theory and animation

b. The Disadvantages of Cartoon Film

The disadvantages of cartoon film as follows:

1) During playing film, teacher cannot explain any material because it can disturb students' concentration

2) Students cannot understand the film well if it is playing too fast

3) It is difficult to repeat what is gone except playing it once more

4) The equipment is expensive

A good movie is movie that can fulfill students' need in relation to the material studied.

Now, the researcher would explain about instructional media. Reiser and Dick in Ishak designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape recorders, computers, overhead projectors, and others presenting instructional activities delivered to students.[28]
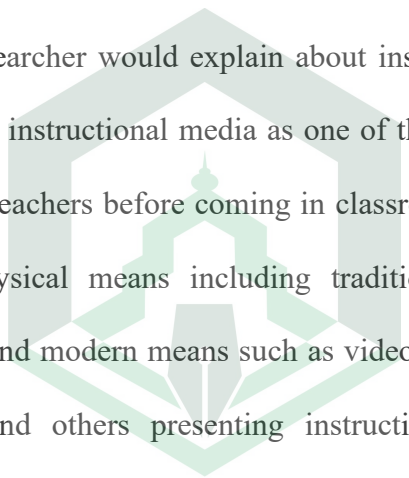
Munadi states that it might be easily while seeing and hearing simultaneously, than seeing only or hearing only. Therefore, film which combines

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[28]Ishak, *The Ability Of The Student in Retelling Movie Story to The Grade IX of A Junior High School in SMP Negeri 7 Palopo,* (thesis of UNCOKRO Palopo, 2012). p. 17.

audio and visual can be effective media for teaching as long as the film is selected and modified carefully in order to be applicable in classroom.[29]

Munadi adds some reasons why teachers need to consider films as instructional media. The reasons are the following: delivering and recalling messages more easily, developing students' comprehension and ideas, developing students' imagination, clarifying abstract messages, being able to replay film when students misunderstand particular content, and inviting student's interest and motivation. Moreover, teachers can explore other advantages of applying films as instructional media as long as they use them appropriately.[30]

Film should be appropriate to the stage of development of the students, film should consist of a content that can interest students and value to them, film should be in line with the school curriculum, film should be authentic and truthful in substance and treatment, and film should have good photography, sound, general arrangement, and general good taste.

F. Principles of Using Film

The use of film for instructional media requires some preparations because not all films can be applied in classroom. Then, the writer describe some principles in applying film in teaching. The first is preparing film and its content. This is a basic way of using film for instructional media. Before showing film in the classroom,

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[29]Yudhi Munadi, *Media Pembelajaran,* (Jakarta: Gaung Persada Press, 2008), p. 116.

[30]*Ibid,* p. 117.

teachers should preview the film and make some notes about the content. Teachers may invite some students to preview the film and see their point of view about the film. Discuss the contents of the film with the students.

The second is arranging classroom as comfortable as possible. A comfortable environment can support students' performance. The technical equipment should be located appropriately so that students can get good view while watching the film.

The third is telling reasons of watching film. When the activity of watching film is considered as a new instructional activity, teachers should help students understand why they must watch the film, and tell what they can get by watching film. This is important to make students get along with the film when they are watching film.

The fourth is showing film appropriately. The common way of showing film is all the way through, without interruption; however, sometimes film might be shown in segment to permit a discussion of problems raised. The last is carrying out the follow-up after showing film. The follow up is essential to detect misunderstanding students may have; thus, teachers can give a second show to clear up any confusion. Teachers can also discuss the content of film with students to know students' comprehension about the film. The discussion can help teachers know students' impression about the film, what they like and dislike.

G. History of the Jarmies Cartoon Film

Jarmies, a new preschool animated series from HIT Entertainment and Chello Zone, is set to premiere Jan. 4 on global outlet JimJam. The series will premiere on JimJam's Sky Italia feed, fully dubbed into Italian, and will be launched soon after on all of JimJam's feeds in Europe, Asia and the Middle East.

'Jarmies is a welcome addition to JimJam's rapidly expanding family,' says Wayne Dunsford, JimJam's general manager. 'The series combines fun and discovery by incorporating basic English language learning, which compliments JimJam's mission to help grown-ups contribute to their children's development.'

Developed with assistance from the Institute of Education, University of London, Jarmies is an animated children's series following a gang of little stars as they learn about their garden environment and each other. The series is also intermixed with live action footage featuring two young children named Tim and Holly.

Jarmies is the brainchild of David Bouchier, who was previously managing director of programming at Sky Italia and the original creator of JimJam. Since its launch in 2006, JimJam has rapidly expanded across four feeds and into more than 50 territories, including Poland, Russia, Hungary, Switzerland, Czech Republic, the Netherlands, Portugal, Greece, the Middle East, Singapore and

Indonesia. It is available in ten languages and has a strong online presence with 11 localized websites via www.jimjam.tv.[31]

H. Interest

Interest is a mentally condition of someone that procedure a response to particularly situation and object that give pleasure as satisfaction and also interest is a subjective objective attitude, concern on condition involving a perception or idea in attention and combination of intellectual and feeling consciousness.

Chaplin in Jalil says that interest is an attitude, which continuously accompanies one`s attention in choosing an interesting object.[32] It is a feeling which determines activity liking or object that are valued for someone and is a certain motivation that lead one`s behavior to particular aims.

Interest also refers to the kind of things we are appreciating and enjoy. The selection of an occupation and the satisfaction we get from other works usually depend more interest that our abilities. Interest and abilities are closely related but our interest gives us more motivation to use are abilities.

Meichati in Sandjaja defines interest is a strong concern , an intensive and in-depth control of the individual to diligently carry out an activity.[33] Aiken in Ginting, reveals the definition of interest as a preference for activities other than

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[31]Thomas J. McLean, *www.jimjam.tv*, accessed on January 6th, 2013.

[32]Jalil, *Minat Mahasiswa Jurusan Pendidikan Seni Rupa dan Kerajinan FBPS IKIP. Makassar 1988.* p ,12.

[33]Sandjaja, *Understanding Interests* in http://www.unika.ac.id, accesed on September, 12th 2013

activities . This means the interest related to the values that make a person have a choice in life, it is expressed by Anastasia and Urbina in Ginter. Furthermore Ginting explains, interest serves as the driving force that directs a person perform certain specific activities , further interest has the basic characteristics of the self-chosen activities and fun so as to form a habit in a person.[34]

On the other hand, Sutjipto explains that the interest is one's consciousness toward an object , person , problem , or situation that has to do with him . That is, the interest should be seen as something conscious. Therefore interest is the psychological aspect of a person to pay high attention to certain activities and encourages concerned to carry out such activities.[35] Interest also defines that an intrinsic motivation as a force that became the driving force of learning a person in an activity with diligence and tends to settle , where such activity is a process of learning experiences made with full awareness and bring feelings of pleasure, love and joy.[36]

From the definition above the writer concludes that the human interest will be appeared when the human felt the activities or other things are useful, pleasured or value for their life.

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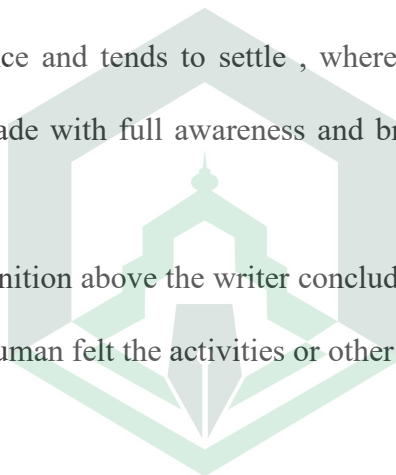
[34]Ginting, http://www1.bpkpenabur.or.id/jurnal/04/017-035.pdf, accessed on September, 12th 2013.

[35]Sutjipto, http://www.depdiknas.go.id/Jurnal/45/sutjipto.htm, accessed on September, 12th 2013.

[36]Mathedu, *Understanding Interests* in http://mathedu-unila.blogspot.com/, accessed on September, 12th2013

I. *Conceptual Framework*

Speaking skill is the ability to use the language in oral form. In Junior and Senior High Schools this skill is limited to the ability to conduct a simple conversation on some subjects. Speaking enable the students to express a meaning through a transactional and interpersonal conversation in term of suggestion or complain. However, speaking enable the students how to perform the story telling well with cartoon film that they see in the screen with their idea and their own words.

Based on the statements above, the researcher focuses on improving students' speaking skill through retelling cartoon film. In this research, the students have been given pre-test by the researcher to know their basic ability in speaking before giving the treatments. After know students' basic ability in speaking, the researcher will be given some treatments as a process of learning speaking by using retelling cartoon film. This process is expected to give improvement to the students' knowledge. After concluding both items, the researcher come to the last item namely giving post-test to know there were any significance improvements to the students or the output after giving treatments. That was concluded of teaching process in the classroom. The explanation above written on the diagram:

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┌─────────────────────────────────────┐
│  Students of Audio Video Department in │
│          SMKN 2 Palopo                │
└─────────────────────────────────────┘
              │
       ╭──────────────╮
       │ Teaching Process in │
       │   the classroom    │
       ╰──────────────╯
         │              │
┌──────────────────┐  ┌──────────────────────┐
│ 1.Retelling Cartoon Film │  │ Speaking Assessment Aspect: │
│ 2.Memorizing Vocabulary  │  │ Fluency, Accuracy, and      │
│ 3.Students' Motivation   │  │ Comprehensibility           │
└──────────────────┘  └──────────────────────┘
              │
       ┌──────────────┐
       │ Students' Speaking │
       │ Improvement        │
       └──────────────┘
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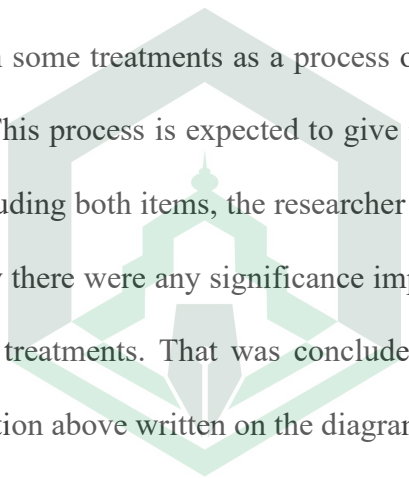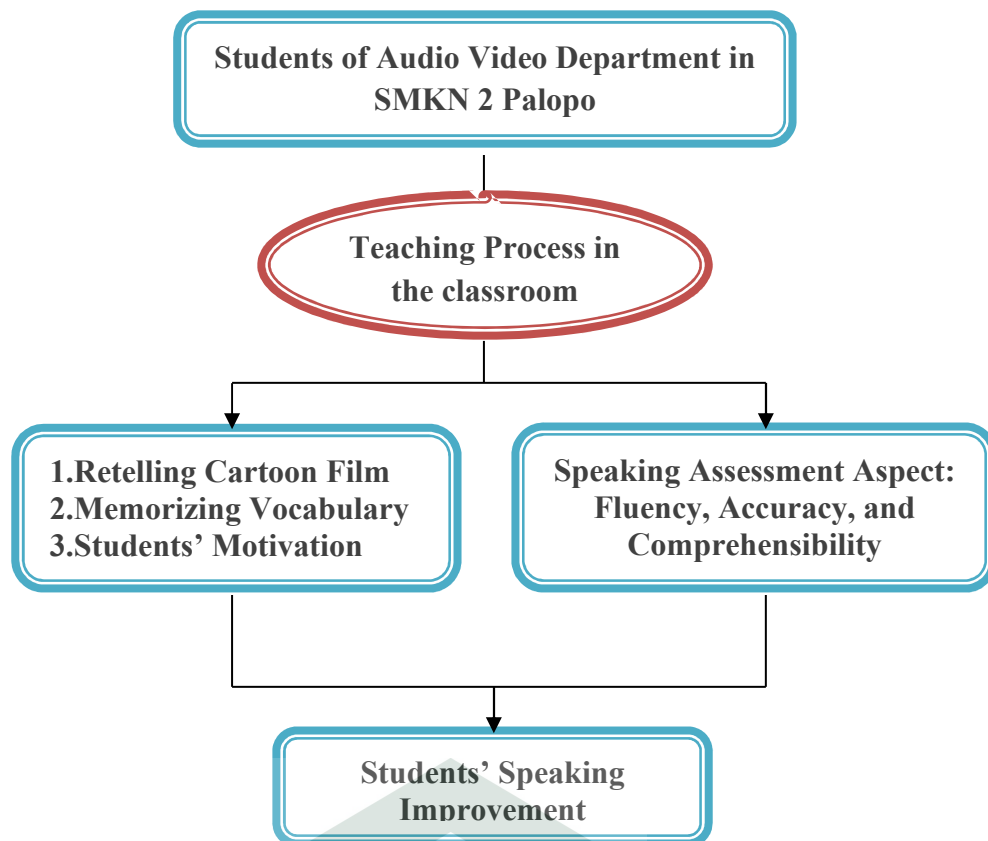
J. Hypothesis

The research hypothesis of the research is retelling cartoon film can improve students' speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo. In this research, the writer proposed the following statistical hypothesis:

H_0: there were not significance improvement on the students' speaking skill at the XI Class Students of Audio Video Department in SMKN 2 Palopo before and after treatment.

H_a: there were significance improvement on the students' speaking skill at the XI Class Students of Audio Video Department in SMKN 2 Palopo before and after treatment.

CHAPTER III
RESEARCH METHOD

A. Research Method

The research employed an experimental research method. It aims at finding out the improvement of speaking skill through retelling cartoon film at the XI class students of Audio Video Department in SMKN 2 Palopo.

B. Research Design

This research employed pre-experimental method which applied one group pre-test, post-test. This design presents as follow:[1]

Experimental	Pre-test	Treatment	Post-test
Group	T1	X	T2

Where:

E = Experimental Group
T_1 = Pre-test
X = Treatment
T_2 = Post-test

C. Variable and Operational Definition

1. Variable

a. Independent variable is retelling cartoon film.

b. Dependent variable is improving students' speaking skill.

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[1]Sumadi Suryabrata, *Metodologi Penelitian*, (Cet. XXIII; Jakarta: Rajawali Pers, 2012), p. 102.

2. The operational definition

a. Retelling cartoon film is to tell the story of the film with students' own words.

b. Interest is a reaction of the student enjoyment in learning speaking through retelling cartoon film.

c. Student ability to speak is the students competence to give commend on the film show with retelling cartoon film.

D. Population and Sample

1. Population

The population of the research consists of the XI class students of Audio Video Department at SMK Negeri 2 Palopo in 2013/2014 academic year. There are two classes and the total numbers of the students are 21 students.

2. Sample

In this research, the researcher took all population as samples. This is because the population is less than 100 students. So that, this research using *total sampling* technique.

E. Instrument of the Research

For collecting data from the students, the researcher used two kinds of instrument, namely:

1. Test

In this research, the researcher used oral test to find out students' speaking ability in the pre-test and post-test by using recorder. Pre-test used to measure the

students' speaking before treatment is given by teacher. Post-test used to measure the students speaking performance after treatments have been given.

2. The Questionnaire

The questionnaire consists of 10 items. The items are to see the student interest. The questionnaire is means to finding out whether the students are interested in learning speaking through retelling cartoon film or not. There are five scales in the questionnaire namely:

a. Strongly agree   : 5 points

b. Agree   : 4 points

c. Neutral   : 3 points

d. Disagree   : 2 points

e. Strongly disagree : 1 point[2]

F. Procedure of Collecting Data

The procedure of data collection, as follows:

1. Pre-test

The pre-test have been given before treatment. The researcher asked the students to tell about theirself (introduction), and their experience to identify the student`s ability of speaking before applied treatment.

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[2]Judith Bell, *Doing Your Research Project*, (fifth edition; New York; Open University Press: 2010), p.224.

2. Treatment

After giving the pre-test, the treatment has been given in five meetings. Each meeting takes 90 minutes. Each meeting, the researcher explained about the rules of film and how to perform the story telling well with film. After that, the researcher explained to the students how they retell the story of film that they see in the screen with their idea and their own words. There were five steps has been conducted:

a. The first treatment, the researcher has been given a film with tittle " The Accident."

b. The second treatment, the researcher has been given a film with tittle " Paddle Pop Begins."

c. The third treatment, the researcher has been given a film with tittle " Paddle Pop Kombatei."

d. The fourth treatment, the researcher has been given a film with tittle " Paddle Pop Elemagika."

e. The fifth treatment, researcher has been given a film with tittle " A Monster in Paris."

3. Post-test

The post-test has been given after treatment has conducted. The form of post-test as the same as the pre-test, then the researcher asked the students to tell the story to identify the improving students' speaking skill.

4. Giving Questionnaire

To sheets of questionnaire instrument is the questionnaire which contains some questions to measure the effort of the students, it is about 10 items. The items are to see the student interest. The questionnaire is means to finding out whether the students are interested in learning speaking through retelling cartoon film story or not.

G. Technique of Data Analysis

To analyze the data, the researcher used the following steps:

1. Scoring the students` test

In this test, the researcher uses 1-6 point scale to measure the students` oral answers based on rating ability. The scoring of the test can range from an impression mark to a mark arrive at one the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, grammar, vocabulary, appropriacy, fluency and case of speech). The following marking scheme (using a 6- point scale) as follows:

The Assessment of Oral Test

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mot tongue. Two or three minor grammatical or lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.

4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confusion.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Rating	Fluency
6	Speaks without too great and effort with a fairly wide range of expression. Searchers for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has made an effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally

	fragmentary but succeeds in conveying the general meaning. Fair range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
2	Long pauses while he researcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the efforts at the time. Limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

Rating	Comprehensibility
6	Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification required.
5	The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Most of what the speaker says in easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message to seek clarification
3	The listener can understand a lot of what is said, but he must

	constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence.
2	Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said.

(Adopted From Heaton)[3]

Beside the technical of scoring through seven scales above, the writer also makes rating classification to measure the student`s speaking ability. The following is rating scale classification:[4]

Classification	Scale	Rating
Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Fairly good	41-55	3
Poor	26-40	2
Very poor	25	1

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[3]J.B Heaton, *Writing Englih Language Tes*t, (ed. 1: New York inc, 1998), p. 100

[4]Daryanto*, Evaluasi Pendidikkan*, (Jakarta PT : Rineka Cipta, 2007), p 211.

a. Looking for the *D (Difference)* between score variable 1 *(X)* and score variable 2 *(Y),* according to Suharsimi Arikunto.[5]

$$D = X - Y$$

b. Looking for Mean from Difference (MD), by using the following formula:

$$MD = \frac{\sum D}{N}$$

c. Looking for standard deviation from difference *(SD$_D$)*

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{(N)}}$$

d. Looking or error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

e. Looking for value (t_0) by using following formula:

$$t_0 = \frac{M_D}{SE_{MD}}$$

Where: MD = mean of Difference

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[5]Suharsimi Arikunto, *Manajemen Penelitian* , (PT: Rineka Cipta,1998), p.18

SE_{MD} = Error standard from M_D

(All formula adapted from Sudjono)[6]

Criteria of hypothesis acceptability

$t_o \geq t_t$: Reject null hypothesis

$t_o < t_t$: Receive null hypothesis

2. To see the students` interest in learning English through retelling cartoon film, the writer used questionnaire. Each statement in the questionnaire offers five scales, the scales namely, Strongly agree: 5 points, Agree: 4 points, Neutral: 3 points, Disagree: 2 points, and Strongly Disagree: 1 point.

Calculating the rate precentage of students' interest by using the formula as follows:

$$P = \frac{F}{N} \text{ x } 100\,\%$$

Notations: P   : The persentage from the students' achievement

F   : The frequency of respondents

N   : The total number of students[7]
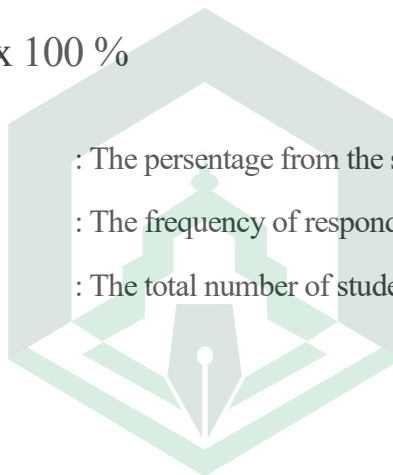
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[6]Anas Sudjono, *Pengantar Statistik Pendidikan, (*E.d.1;Jakarta: PT. Raja Grafindo, 2001), p.289-291.

[7]Suharsimi Arikunto, Prosedur Penelitian, (Cet. XI; JakartaL: PT. Rineka Cipta), p.41.

CHAPTER IV
FINDING AND DISCUSSION

This chapter consisted of two main items namely finding and the discussion of finding.

A. Findings

The findings of the research deals with the rate percentage of students score in pre-test and post-test, analysis of test in the area of accuracy, fluency and comprehensibility, analysis of test from the raw score of pre-test and post-test, percentage students` participation and the analysis of questionnaires.

1. The rate percentage of students` score in three aspects of speaking assessment consists of accuracy, fluency, and comprehensibility in pre-test and post-test.

Table 1.1
Score of the Students` Speaking Skill in the Pre-test

Respondents	Three aspect of speaking			Total
	Accuracy	Fluency	comprehensibility	
R1	3	2	1	2
R2	3	3	3	3
R3	2	3	2	2
R4	3	4	2	3
R5	3	4	3	3
R6	1	1	2	1

R7	1	1	1	1
R8	4	4	4	4
R9	1	2	1	1
R10	3	3	3	3
R11	3	3	3	3
R12	4	4	4	4
R13	3	3	3	3
R14	2	2	2	2
R15	1	2	1	1
R16	1	1	1	1
R17	3	3	3	3
R18	3	2	4	3
R19	5	5	5	5
R20	4	2	3	3
R21	4	4	4	4

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The table above shows that there were 21 students observed in this research before giving the treatment and all students got unexpected score. The highest score is 5 and the lowest score is 1. Five students got 1, three students got 2, nine students got 3, three students got 4, and only one student got 5.

Table 1.2
Classification of the Students` Speaking Skill in the Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	1	5%
Good	56-70	4	3	14%
Average	41-55	3	9	43%
Poor	26-40	2	3	14%
Very Poor	≤ 25	1	5	24%

The table above shows that there were 21 students observed in this research before given treatment. From all of the students observed, only one student (5%) who got very good scores, 3 students (14%) who got good, 9 students (43%) who got average, 3 students (14%) who got poor, and 5 students (24%) who got very poor scores.

Besides that, the writer also make score of the students speaking who have given treatment by using cartoon film was elaborated into six scale through the table distribution frequency and percentage. The writer have classified based on English speaking perform, consist of accuracy, fluency, and comprehensibility.

Table 1.3
The Rate Percentages of Students` Score in the Area of Accuracy of Pre-test.

Rating	Frequency	Percentage
6	-	0%
5	1	5%
4	4	19%
3	9	43%
2	2	9%
1	5	24%
Total	**21**	**100%**

The table above shows that students` score in the of accuracy of pre test were varieties; in which there none of the students (0%) got 'excellent' , there were 1 students (5%) got 'very good' and there were 4 students (19%) got 'good' classification. There were 9 students (43%) got 'average', there were 2 students (9%) got 'poor' and 5 (24%) got 'very poor' classification.
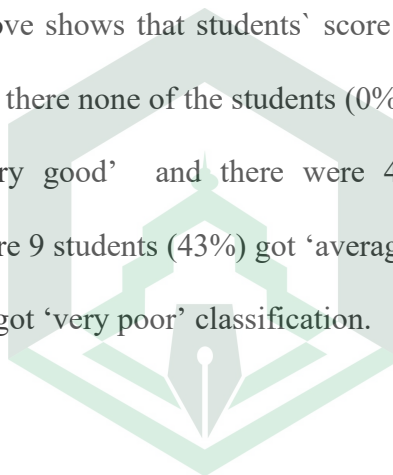
Table 1.4
The Rate Percentage of Students` Score in the Area of Fluency of Pre-test.

Rating	Frequency	Percentage
6	0	0%
5	1	5%
4	5	24%
3	7	33%
2	5	24%
1	3	14%
Total	**21**	**100%**

The table above shows that students` score in the area of fluency of pre-test were varieties; in which there were none of the students (0%) got 'excellent', there were 1 students (5%) got ' very good' and there were 5 students (24%) got 'good' classification. There were 7 students (33%) got ' average' , there were 5 students (24%) got 'poor' and 3 (14%) got 'very poor' classification.
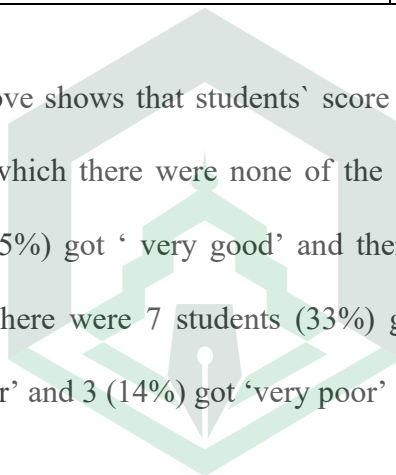
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Table 1.5
The Rate Percentage of Students` Score in the Area of Comprehensibility of Pre-test.

Rating	Frequency	Percentage
6	-	0%
5	1	5%
4	4	19%
3	7	33%
2	4	19%
1	5	24%
Total	**21**	**100%**

The table above shows that students` score in the area of comprehensibility of pre-test were varieties; in which there none of the students (0%) 'got excellent', there were 1 of the students (5%) got ' very good', and 4 of the students (19%) got 'good' classification. There were 7 students (33%) got 'average ', there were 4 students (19%) got 'poor' and 5 of the students (24%) got ' very poor' classification.

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Table 1.6
Score of the Students` Speaking skill in of Post-test

Respondents	Three Aspect of Speaking Assessment			Total
	Accuracy	Fluency	comprehensibility	
R1	3	4	2	3
R2	4	4	4	4
R3	3	3	3	3
R4	3	3	4	3
R5	5	5	5	5
R6	2	4	3	3
R7	2	1	1	1
R8	4	4	5	3
R9	3	4	2	3
R10	3	3	3	3
R11	4	4	4	4
R12	4	5	4	4
R13	4	4	4	4
R14	3	3	3	3
R15	2	2	2	2
R16	2	1	1	1
R17	3	3	3	3
R18	3	3	3	3

R19	5	5	5	5
R20	2	4	3	3
R21	4	4	4	4

The table above shows that there were 21 students observed in this research after giving the treatment and all students got unexpected score. The highest score is 5 and the lowest score is 1. Two students got 1, one student got 2, elevent students got 3, five students got 4, and two students got 5.

Table 1.7
Classification of the Students` Speaking Skill in the Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	2	10%
Good	56-70	4	5	24%
Average	41-55	3	11	52%
Poor	26-40	2	1	4%
Very poor	≤ 25	1	2	10%

From all of the students observed after given treatment, the table above shows that students` score are varieties; in which there were none of the students (0%) got 'excellent', there were 2 students (10%) got 'very good', and 5 of the

students (24%) got 'good' classification. There were 11 students (52%) got 'average'. There were 1 students (4%) got 'poor' and two of the students (10%) got' very poor' classification.

Table 1.8
The rate percentage of students` score in the area Accuracy of post-test.

Score	Frequency	Percentage
6	-	0%
5	2	10%
4	6	28%
3	8	38%
2	5	24%
1	-	0%
Total	**21**	**100%**

The table above shows that students` score in the area of accuracy of post-test are varieties; in which there were none of the students (0%) got 'excellent', and there were 2 students (10%) got 'very good', and 6 of the students (28%) got 'good' classification. There were 8 students (38%) got 'average', there were 5 students (24%) got ' poor', and none of the students (0%) got 'very poor' classification.

Table 1.9
Frequency Distribution and Percentage of the Students` Speaking Skill in
Fluency of Post-test

Rating	Frequency	Percentage
6	0	0%
5	3	14%
4	9	43%
3	6	29%
2	1	4%
1	2	10%
Total	**21**	**100%**

The table above shows that students score in the area of accuracy of post test were varieties, in which there were none of the students (0%) got excellent , 3 of the students (14%) got very good, and 9 students (43%) got good, 6 of the students (29%) got average , 1 of the students (4%) got poor. And 2 of the students (10%) got very poor.
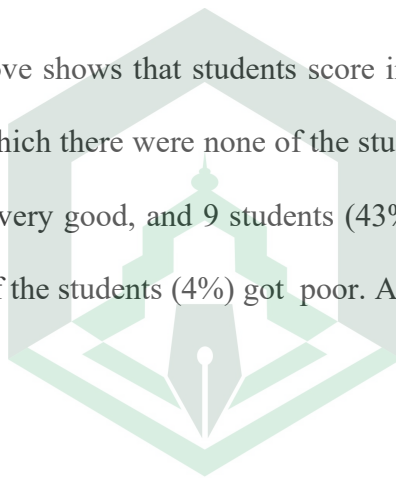
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Table 1.10
Frequency Distribution and Percentage of the Students` Speaking Skill in Comprehensibility of Post-test

Rating	Frequency	Percentage
6	0	0%
5	3	14%
4	6	29%
3	7	33%
2	3	14%
1	2	10%
Total	**21**	**100%**

The table above shows that students` score in the area of comprehensibility of post-test were varieties, in which there none of the students (0%) got excellent and 3 of the students (14%) got very good, 6 of the students (29%) got good and 7 of the students (33%) got average, 3 of the students (14%) got poor and 2 of the students (10%) got very poor.
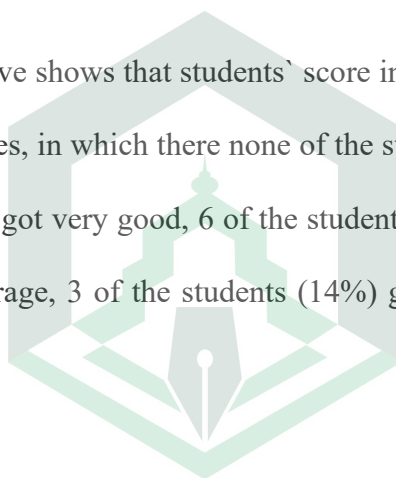
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Table 1.11
Score the Students Speaking Skill in Pre test and Post test

Respondent	Variable(x) (pre test)	Variable (y) (post test)	D=(x-y)	D^2=(y-x)^2
R1	2	3	1	1
R2	3	4	1	1
R3	2	3	1	1
R4	3	3	0	0
R5	3	5	2	4
R6	1	3	2	4
R7	1	1	0	0
R8	4	3	1	0
R9	1	3	2	4
R10	3	3	0	0
R11	3	4	1	1
R12	4	4	0	0
R13	3	4	1	1
R14	2	3	1	1
R15	1	2	1	1
R16	1	1	0	0
R17	3	3	0	0
R18	3	3	0	0

R19	5	5	0	0
R20	3	3	0	0
R21	4	4	0	0
N = 21			**$\sum D = 12$**	**$\sum D^2 = 19$**

The table above shows that W_1 had got $\sum D = 12$ and $\sum D^2 = 19$. After got $\sum D$ and $\sum D^2$, the next looking for different of deviation between variable x (pretest) and variable y (post-test) as follows:

$$SD_D = \frac{\sqrt{\sum D^2 - (\sum D)^2}}{N}$$

$$= \frac{\sqrt{19 - (12)^2}}{21}$$

$$= \sqrt{0,90 - (0,57)^2}$$

$$= \sqrt{0,90 - 0,32}$$

$$= \sqrt{0,58}$$

$$= 0,7615$$

After find standard deviation of difference (SD_D) about 0,7615, the next looking for standard error of mean difference (SE_{MD}) between variable y as follows:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{0,7615}{\sqrt{21-1}}$$

$$= \frac{0{,}7615}{\sqrt{20}}$$

$$= \frac{0{,}7615}{4{,}4721}$$

$$= 0{,}170$$

After find standard Error of Mean Difference (SE$_{MD}$), the next looking t value(t$_0$) with the formula as follows:

$$t_O = \frac{MD}{SE_{MD}}$$

The formula for MD is as follows :

$$MD = \frac{\sum D}{N}$$

$$= \frac{12}{21}$$

$$= 0{,}57$$

Now looking for the difference between the two variables with observed t$_{\text{test}}$ (t$_o$) as follows:

$$t_O = \frac{MD}{SE_{MD}}$$

$$= \frac{0{,}57}{0{,}170}$$

$$= 3{,}352$$
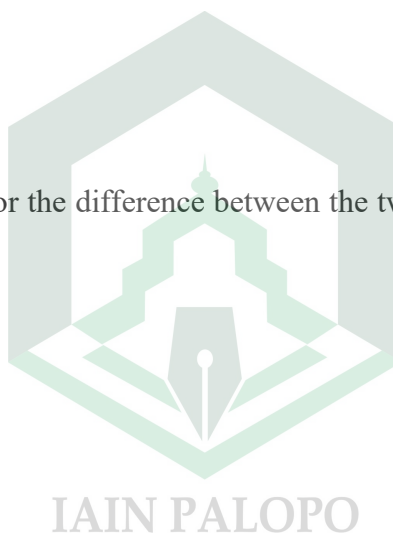
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After that, looking for t_{table} (t_t), as follows:

$$df = N - 1$$

$$df = 21 - 1$$

$$= 20$$

Based on the table " t_t" standard of significant (α) = 0,05 or 5% with df= 20, got 2,845. From the result above, the writer gives interpretation that t_{test} (t_o) is greater (or equal t_o) t_{table} (t_t).

$$3,352 \geq 2,845$$

Where 3,352 is greater (or equal to) 2,845

2,845 = the result of t_{table} from 5% with df =20

Based on paired of the sample statistic and sample test above, the result of this research indicates that null hypothesis is rejected, and alternative hypothesis is accepted.

2. Analysis of questionnaires

Having conducted research at SMKN 2 Palopo , the researcher found the students perception toward retelling cartoon film to improve speaking skill through questionnaire ,students perception were presented as follows:

Table 2.1
Retelling cartoon film is effective to apply in improving students` speaking skill
at SMKN 2 Palopo.

Option	Frequency	Percentage
Strongly agree	4	19%
Agree	14	67%
Neutral	3	14%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 4 students (19%) choose strongly agree, there were 14 students (67%) choose agree, there were 3 students (14%) choose neutral, and none of the students choose disagree and strongly disagree. It means that most of the students liked this method to be applied in improving speaking skill.

Table 2.2
Retelling cartoon film can motivate the students to improve speaking skill.

Option	Frequency	Percentage
Strongly agree	3	14%
Agree	14	67%
Neutral	4	19%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 3 students (14%) choose strongly agree, there were 14 students (67%) choose agree, there were 4 students (19%) choose neutral. And none of the student choose disagree and strongly disagree. It means that the students had high spirit in improving speaking skill.

Table 2.3
Retelling cartoon film can improve the students speaking fluency.

Option	Frequency	Percentage
Strongly agree	7	33%
Agree	11	53%
Neutral	3	14%
Disagree	-	0%
Strongly disagree	-	-
Total	**21**	**100%**

The table above shows that were 7 students (33%) choose strongly agree, there were 11 students (53%) choose agree, there were 3 students (14%) choose neutral. And none of the students choose disagree and strongly disagree. It means that retelling story can improve the students` speaking fluency.

Table 2.4
Speaking very closely related to the English language skill.

Option	Frequency	Percentage
Strongly agree	9	43%
Agree	8	38%
Neutral	4	19%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 9 students (43%) choose strongly agree, there were 8 students (38%) choose agree, 4 of the students choose neutral, and none of the students choose disagree and strongly disagree. It means that most of students had been realized that speaking was one of the important skills in English.

Table 2.5
Retelling cartoon film make the students can speak English easily.

Option	Frequency	Percentage
Strongly agree	4	19%
Agree	13	62%
Neutral	4	19%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 4 students (19%) choose strongly agree, there were 13 students (62%) choose agree, there were 4 students (19%) choose neutral, and none of the students choose disagree and strongly disagree. it means that most of the students realized that retelling English through retelling film made easier to speak English.

Table 2.6
The Using media in learning affects the successful in retelling English story.

Option	Frequency	Percentage
Strongly agree	7	33%
Agree	10	48%
Neutral	4	19%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 7 students (33%) choose strongly agree, there were 10 students (48%) choose agree, there 4 students (19%) choose neutral and none of the students chose disagree and strongly disagree. It meant the using of media in learning affects the successful of retelling English story through retelling film to increase speaking skill.

Table 2.7
Retelling cartoon film is more effective in improving speaking skill than other strategy.

Option	Frequency	Percentage
Strongly agree	3	14%
Agree	7	33%
Neutral	11	53%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 3 students (14%) choose strongly agree, there were 7 students (33%) choose agree, there were 11 (53%) choose neutral and none of the students choose disagree and strongly disagree. it means that most of the students choose neutral to apply this method to improve their speaking skill.

Table 2.8
Retelling cartoon film give new solution in increasing Students` speaking skill in English teaching process.

Option	Frequency	Percentage
Strongly agree	7	33%
Agree	10	48%
Neutral	4	19%
Disagree	-	0%
Strongly disagree	-	0%
Total	**21**	**100%**

The table above shows that there were 7 students (33%) choose strongly agree, there were 10 students (48%) choose agree, 4 of the students choose neutral, and none of the students choose disagree and strongly disagree. It means that most student were happily and enjoyable to the learning process by applying this method.

Table 2.9
This method can influent speaking skill and improve vocabulary, imagination, and creativity in English.

Option	Frequency	Percentage
Strongly agree	6	29%
Agree	12	57%
Neutral	3	14%
Disagree	-	0%
Strongly agree	-	0%
Total	**21**	**100%**

The table above shows that there were 6 students (29%) choose strongly agree, there were 12 students (57%) choose agree, there were 3 of the students choose neutral and none of the students choose disagree and strongly disagree. It means that in improving speaking skill we could improve our vocabulary and creativity.

Table 2.10
By applying this strategy we can learn speaking easily and happily.

| Option	Frequency	Percentage
Strongly agree	6	29%
Agree	12	57%
Neutral	3	14%
Disagree	-	0%
Strongly disagree	-	0%
Total		**100%**

The table above showed that there were 6 students (29%) choose strongly agree, there were 12 students (57%) choose agree, there were 3 of the students choose neutral, there were none of the students choose disagree and strongly disagree. It means that most of the students agreed that by using this method we were able to learn speaking easily.

After doing tabulation of the interest questionnaire's data. The reseacher needed to analyze the items for the score of the interest questionnaire, which was:
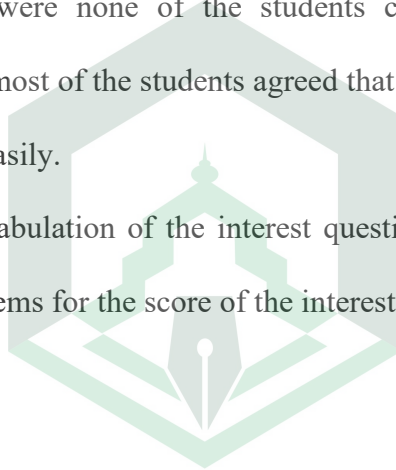
Table 2.11
The List of the Students` Interest Score in Questionnaire

Respondents	Number of Items										Score
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	
R1	4	4	4	5	3	3	4	4	4	4	39
R2	4	4	4	5	5	4	4	5	5	4	44
R3	4	4	4	3	4	4	3	4	3	3	36
R4	4	4	4	5	4	4	4	5	4	4	42
R5	4	4	5	4	4	4	3	4	4	5	41
R6	4	4	4	5	4	3	3	3	4	4	38
R7	5	3	4	5	3	4	3	3	4	4	38
R8	5	4	5	4	4	4	3	4	4	5	42
R9	5	5	4	3	5	4	3	5	4	4	42
R10	4	5	4	3	5	4	3	5	4	4	41
R11	4	4	4	5	4	5	3	4	5	5	43
R12	4	3	3	4	4	5	4	3	3	4	37
R13	3	4	5	4	3	5	3	4	5	4	39
R14	4	3	5	4	4	4	4	5	4	4	41
R15	5	3	5	4	5	5	4	5	5	4	45
R16	3	5	5	4	4	5	3	3	4	5	41
R17	3	4	4	5	4	5	5	4	4	4	42
R18	4	4	5	5	4	5	4	4	5	3	43

R19	4	4	4	3	4	3	5	4	3	5	39
R20	4	4	3	4	4	3	5	5	4	4	40
R21	4	4	4	5	4	4	4	5	4	4	42

By totaling the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was (36) and the highest (45).

The table distribution frequncy about the students' interest score toward the learning process by retelling cartoon film was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H=45 and L=36. After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, it started from the highest score succesively until the lowest in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had been prepared, next the score was added so that it was got the total of frequency ($\sum N$) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:

Table 2.12
Distribution Frequency of the Students` Interest

Score	Frequency	Percentage
45	1	5%
44	1	5%
43	2	9%
42	5	24%
41	4	19%
40	1	5%
39	3	14%
38	2	9%
37	1	5%
36	1	5%
∑=885	N=21	100%

Based on the table above, it could be known that the students at the XI class students of Audio Video Department in SMKN 2 Palopo, the students who got the highest score 45 were 1 student (5%), and 1 student got the lowest score 36 were (5%). 1 students got score 44, 40, and 37 (5%). There were 2 students got score 43

and 38 (9%). There were 5 students got score 42 (24%), 4 students got score 41 (19%), and there were 3 students got score 39 (14%).

B. Discussion

In this research the writer focused in improving speaking skill because speaking is the based component that has to be mastered by the young learners. Generally, young learners are faster to learn speaking if supported by entertain media like cartoon film.

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.

Cartoon film as an entertainment that can be used as a medium in teaching speaking, film portrays concrete emotions and situation by means of conventional gestures, body movement or physical statement. Through cartoon film the students can express their opinion about what the film tells.

1. Speaking Test

This research presents the result of data analysis in findings. By using retelling cartoon film in improving speaking skill at the XI Class students of Audio Video Department in SMKN 2 Palopo academic year 2013/2014, since the pre-test until post-test had been conducted.

In pre-test, there were some questions that were given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in

pre-test. Score of the student' speaking skill in pre-test showed the highest score is 5 and the lowest score is 1. Five students got 1, three students got 2, nine students got 3, three students got 4, and only one student got 5. The classification of the students' speaking skill in the pre-test before giving treatment showed that only 1 student (5%) who got very good scores, 3 students (14%) who got good, 9 students (43%) who got average, 3 students (14%) who got poor, and 5 students (24%) who got very poor scores.

The result of the rate percentages of students' score in the area of accuracy of pre-test showed that there none of the students (0%) got 'excellent' , there were 1 students (5%) got 'very good' and there were 4 students (19%) got 'good' classification. There were 9 students (43%) got 'average', there were 2 students (9%) got 'poor' and 5 (24%) got 'very poor' classification.

The result of the rate percentages of students' score in the area of fluency of pre-test showed that there were none of the students (0%) got 'excellent', there were 1 students (5%) got ' very good' and there were 5 students (24%) got 'good' classification. There were 7 students (33%) got ' average' , there were 5 students (24%) got 'poor' and 3 (14%) got 'very poor' classification.

The result of the rate percentages of students' score in the area of comprehensibility of pre-test showed that there none of the students (0%) 'got excellent', there were 1 of the students (5%) got ' very good', and 4 of the students (19%) got 'good' classification. There were 7 students (33%) got 'average ', there were 4 students (19%) got 'poor' and 5 of the students (24%) got ' very poor'

classification. The result of the students' speaking record in pre-test could be seen on *appendixes 2*.

In post-test, the researcher gave enough times to the students to told about her/himself and retell the story of the cartoon film that has been given in treatment . The post-test was done after giving five treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking improvement.

Score of the Students` Speaking skill in post-test showed the highest score is 5 and the lowest score is 1. Two students got 1, one student got 2, elevent students got 3, five students got 4, and two students got 5. The classification of the students' speaking skill in the post-test after giving treatment showed that students` score are varieties; in which there were none of the students (0%) got 'excellent', there were 2 students (10%) got 'very good', and 5 of the students (24%) got 'good' classification. There were 11 students (52%) got 'average'. There were 1 students (4%) got 'poor' and two of the students (10%) got' very poor' classification.

The result of the rate percentages of students' score in the area of accuracy of post-test showed that there were none of the students (0%) got 'excellent', and there were 2 students (10%) got 'very good', and 6 of the students (28%) got 'good' classification. There were 8 students (38%) got 'average', there were 5 students (24%) got ' poor', and none of the students (0%) got 'very poor' classification.

The result of the rate percentages of students' score in the area of fluency of post-test showed that there were none of the students (0%) got excellent , 3 of the

students (14%) got very good, and 9 students (43%) got good, 6 of the students (29%) got average , 1 of the students (4%) got poor. And 2 of the students (10%) got very poor.

The result of the rate percentages of students' score in the area of comprehensibility of post-test showed that there none of the students (0%) got excellent and 3 of the students (14%) got very good, 6 of the students (29%) got good and 7 of the students (33%) got average, 3 of the students (14%) got poor and 2 of the students (10%) got very poor. The result of the students' speaking record in post-test could be seen on *appendixes 4*.

Based on the analysis of the table of classification and the rate prcentage of the students in post-test, the researcher makes conclusion that the students' speaking skill was higher than before they got the treatments.

Score the students' speaking skill in pre-test (variable X) and post-test (variable Y) showed that $\sum D = 12$ and $\sum D^2 = 19$. The score of Standard Difference of Deviation (SD$_D$) = 0,7615. Score of Mean Difference (MD) = 0,57 and score of Standard Error of Mean Different (SE$_{MD}$) = 0,170.

The result of t table (t$_t$) with significant 5% we got 2,845 with comparing t$_{test}$ which he had got in (t$_o$ = 3,352), the writer gives interpretation 3,352 $\geq$ 2,845. Since t$_{test}$ $\geq$ t$_{table}$, the score of students` speaking skill before and after giving treatment is significance, it indicated that H$_0$ was rejected and accepted H$_a$. It means that there were significant improvements on the students' speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo.

2. Analysis of Questionnaire

To know further about students perception toward the researcher had given a way the questionnaire. Acctually from 21 respondents, most of students were agree that retelling cartoon film is effective to apply in improving their speaking skill based on the table. It is because the results are shown carrying positive influence, especially for the student's own self in order to improve their speaking ability. From 21 respondents, most of students were agree that retelling cartoon film can motivate them to improve their speaking skiil based on the table. It is because after watching the cartoon films that have been provided, which of course has an interesting story, students feel motivated to retell the story of the film. So that it encourages students to improve their speaking ability.

From 21 respondents, most of students were agree that their speaking fluency are improved based on the table. It is because the strategy has been implemented by researcher to help students in improve their speaking ability. From 21 respondents, most of students were stongly agree, that speaking very closely related to the English language skill. It is because speaking is one of the important skills in the English language. From 21 respondents, most of students were agree that they can speak English easily by retelling cartoon film. It is because after watching the cartoon movie, students can easily to retell the story with their ideas and their own words.

From 21 respondents, most of students agree that using media in learning giving affects the successful in retelling English story specially retelling cartoon

film. It is because due to the absence of supporting media like cartoon movies, laptop, LCD, and speakers, the implementation of this strategy would not work. From 21 respondents, most of students were neutral that retelling cartoon film is more effective in improve their speaking skill than other strategy. It is because there are many other strategies that can be used and worth checking out. From 21 respondents, most of students were agree retelling cartoon film give new solution in increasing their speaking skill in English teaching processs. It is because during the learning speaking using retelling cartoon movie, students become active, the classroom atmosphere became lively and fun.

From 21 respondents, most of students were agree. It is because after through this learning process, the method could influent their speaking skill, improve their vocabulary, their imagination, and their creativity in English language. And then from 21 respondents, most of students were agree. It is because that speaking were initially considered difficult by students turn out they could learnig speaking easily and happily by applying this strategy.

Based on the result of the questionnaire, it is found that most of the students were very interested in learning speaking through cartoon film. In addition, the researcher found that most of the students gave positive responses, such as they gave attention seriously in learning process, they have been more active than before, make them happy and enjoy the class, and of course they could improve their vocabularies toward retelling cartoon film in improving speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions. Based on the data analysis and the findings of the previous chapter.

A. Conclusions

Based on the result of data analysis and findings in the previous chapter, the conclusions that could be drawn from this study as follows:

1. Retelling cartoon film strategy is effective in improve the students' speaking skill at the XI class students of Audio Video Department in SMKN 2 Palopo. The score of t_{test} greater or equal than t_{table} (3,352 $\geq$ 2,845). It indicated that H_0 was rejected and accepted H_a. It means that there is significance difference between the students improvement of speaking skill through retelling cartoon film at the XI class students of Audio Video Department in SMKN 2 Palopo.

2. Having analyzed the result of questionnaire in student`s interest toward the strategy applied by the researcher in this research, it was found that most of the students of XI class students of Audio Video Department in SMKN 2 Palopo was motivated in improve their speaking skill, they gave attention seriously in learning process, they have been more active than before, make them enjoy the class, and of course they can improve their vocabularies Not only that, by applying this strategy the students can learn speaking easily and happily. It means that the students gave

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positive response and were interested in learning speaking through retelling cartoon film.

B. Suggestions

Based on the conclusion above, the writer gives the following suggestions:

1. For the teachers, they needed retelling cartoon film as a new strategy, so that the teaching and learning process become enjoyable, fun and interesting. Teaching speaking using retelling cartoon film strategy could motivate students to practice speaking more, and it improved students' speaking skill. So the researcher suggested to the teacher to use this strategy in speaking class.

2. For the students, they should still be active and speak up in class having applied this activities.

Finally, the researcher realized that this thesis was far from being perfect and because of that, constructive critics and advice were really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about interactive activities technique. This research could one of the references for the next researcher in conducting other researches with more detailed information about reteling cartoon film to improve students' speaking skill.

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