TEACHING SPEAKING SKILLS BY RETELLING EPIC CARTOON MOVIES AT THE TENTH GRADE OF SMAN 2 PALOPO

A THESIS

Submitted to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement For S. Pd Degree in English Education

Proposed By :

SILVIA UTAMI S

REG. NUM. 1902020080

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2023

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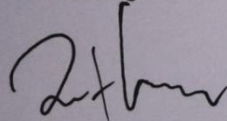
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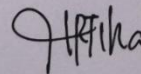
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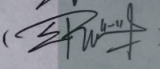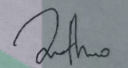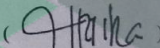NIP. 19910909 201903 2 021

THESIS APPROVAL

THESIS APPROVAL

This thesis entitled Teaching Speaking Skill by Retelling Epic Cartoon Movies at the Tenth Grade of SMAN 2 Palopo, which is written by Silvia Utami S Registration Number 1902020080, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday, 22nd September 2023/Rabiul Awal 7th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 27th September 2023

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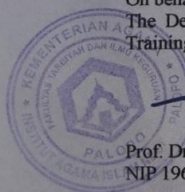
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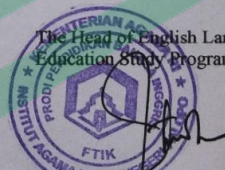
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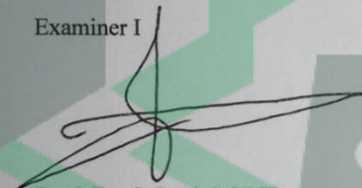
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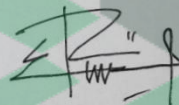
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Whit all awareness and consciousness, the researcher who signed below pronounces that this is a literary work of research herself. If it is prove that this thesis is duplicated, copied, or made by other as a whole or partially, it causes it to be invalid for law.

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ACKNOWLEOGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

8. All the lectures in IAIN Palopo, especially the lectures of the English Department, have given knowledge, motivation, and attention to teaching the language to the researcher. Moreover, all staff in IAIN Palopo have given help to the researcher.

9. The headmaster and all teachers, especially the students class X KM 1 at SMAN 2 Palopo, helped the researcher during her researcher in the school.

10. Special thanks to the researcher's beloved family, especially to the researcher's parents, Sulaiman and Kasmiati, who have given their loving attention and prayed for the researchers' success.

11. All of the support from the researcher's best friends, BIG B 2019 and HMPS Big, is special for Everybody who has given the researcher spirit, motivation, support, and encouragement until this thesis is finished.

12. Last but not least, I want to thank myself for believing in me, doing all this hard work, having no days off, never quitting, and just being me at all times.

The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis could be better, so the researcher accepts suggestions from the readers to make it better. The researcher hopes that this thesis is beneficial to everyone. Finally, the researcher prays that Allah SWT may bless al the people who have helped the researcher, and the researcher hopes this thesis can be helpful and positively contribute to the readers and others. The researcher dedicates this thesis.

Palopo, 27 Agustus 2023

Silvia Utami S
1902020080

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ABSTRACT

Silvia Utami S. 2023. *"Teaching Speaking Skills By Retelling Epic Cartoon Movies at the Tenth Grade of SMAN 2 Palopo".* Thesis English Language Education Study Program in the State Islamic Institute of Palopo Supervised by Masruddin (consultant 1) and St. Hartina (consultant 2).

This research aims to improve the speaking skills and students perception of retelling epic cartoon movies of tenth-grade students of SMAN 2 Palopo. The researcher applied epic cartoon movies as learning media in teaching speaking skills. The research used the pre-experimental (one group pretest-posttest) design method. For data collection, the researcher employed a speaking test and an interview. The researcher analyzes three aspects of speaking: pronunciation, vocabulary, and fluency. The findings show that the students' speaking scores improved in all aspects. The mean score post-test is higher than the pre-test. Also, it is supported by the score significant value $0.05 < .000$. The last, the score of the T_{test} (8.350) is higher than the t_{table} (2.028). Students' perception toward retelling epic cartoon movies was that it could improve pronunciation, fix the wrong vocabulary, provide motivation, create a fun learning atmosphere, and let students share thoughts about the movie with friends. The researcher assumed that epic cartoon movies could improve students' speaking skills, especially pronunciation, vocabulary, and fluency. It is suggested that retelling epic cartoon movies can be a learning strategy to improve students' speaking skills.

Keywords: speaking test, retelling, epic cartoon movies

CHAPTER I

INTRODUCTION

A.   Background

Speaking is important to learn because speaking is a way of communicating with other people, conveying one's intentions, ideas, thoughts, and feelings by using spoken language so that others can understand these intentions.[1] It is a mechanical ability; the more often practiced, the better one's speaking ability. It is further defined as an interactive process of constructing meaning which involves the production, reception, and processing of information. The form and meaning depend on the context in which it occurs, the participants, and the purpose of the talk by Burns & Joyce.[2] Operational speaking is defined in this study as a secondary stage of students' ability to express orally, coherently, fluently, and precisely in meaningful contexts. According to Jeremy Harmer, it is the most important skill among the other four skills; the four skills are divided into several types. Receptive skill is used for reading and listening, a skill where meaning is extracted from the discourse. Productive skill is speaking and writing, where students must produce language themselves.[3]

However, speaking is also one of the most difficult skills for language learners to achieve because most people usually face speaking problems, such as

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[1] Nuraeni. 2020. Elementary Indonesian Language Learning and Appreciation of Indonesian Language and Literature. Yogyakarta: BPG.

[2] Burns, G, & joyce, G.(1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.

[3] Jememy Harmer, The Practice of English Languange Teaching: (fourth Edition), (England: Longman, 2002), 265

being unable to put forward arguments and ideas, tending to be passive, and not wanting to ask questions. This can happen because of low motivation, low practice, lack of communication competence, and lack of self-confidence. [4] Penny Ur explains some of the problems that often make speaking activities difficult for students: 1) inhibition; 2) Nothing to say; 3) Low or unbalanced participants; 4) Use of mother tongue.[5] Students in the learning process often experience the difficulties above, so they are why students are lazy or afraid to speak.

In the initial observation at SMAN 2 Palopo, there were several problems with the Speaking skills. From the students, several problems were found, namely: 1) Students lack self-confidence; 2) Pronunciation difficulties; 3) Lack of vocabulary mastery; 4) Difficulty translating sentences; 5) No partner to talk with; 6) lack of practice speaking practice. Meanwhile, the problems found in teachers are: 1) The teacher only used the guidebook provided by the school, so the learning activities were less attractive; 2) The teacher often explains the material and students become passive listeners; 3) Teachers rarely use learning media; 4) Study time is limited; 5) Lacked preparation in teaching. The problems above are the causes that result in students' speaking skills not increasing and making the learning process that occurs not foster students' interest and attention. In the end, with obstacles in the learning process, the achievement of learning outcomes implemented is not optimal.

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[4] Trisna Fatimawati "Factors Causing Low Student Motivation in the Language Learning Process in Class III SDN 156 Seluma in academic years 2021" (IAIN Bengkulu). (August 2021). 5

[5] Penny Ur. *A, Course in Language Teaching,* (London : Cambridge University, 1996), 121.

The researchers took the initiative to use epic cartoon movies as learning media because epic cartoon movies are animated movies with fantasy, drama, and adventure themes that can stimulate students to improve their ideas in speaking. Epic means explaining something great, cool, and very good. In general, movies are very good at explaining a skill in language learning. Hasti concluded that using cartoon movies in teaching speaking is effective because students can be more confident talking to others or retelling the contents of cartoon movies. After all, cartoon movies have interesting content, so students are more interested in learning.[6] English-language cartoons have indirectly become a source of language exposure for children; they can export new things that they see or hear through the characters' conversations in the cartoons. Epic cartoon movies also depict real objects packaged in animated form. In addition, epic cartoon movies have the advantage of being played repeatedly according to learning needs.

Watching epic cartoon movies is more effective when continuing to retell the movies. Retelling is a way to retell something that has been read or known by using your own words or sentences.[7] Retelling a story is retelling events in words, pictures, and sound, often with improvisation or embellishment. Students' retelling should include characters, settings, and events in the logical sequence of the story. Combining this media and method can be one of the fun activities to bring students

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[6] Hasti Nuansari, Widi Sriyanto. "*The effectivenesss of Using Cartoon Movie in Improving Speaking Skills of Elementary Students.* English Linguistics and Language Teaching. Research Journal 2 (1), 47-52, 2021

[7] Mushin, Ilana. *Evidentiality and Epistemological Stance*. *Narrative Retelling*. 87 edition. 2001

interested in learning English with confidence. In this activity, students can convey their ideas, and all students get the same opportunity to speak at each meeting.

Based on the description above, the researcher is interested in further investigating the use of retelling epic cartoon movies in teaching speaking. Therefore, researchers conducted experimental research titled "Teaching Speaking Skills by Retelling Epic Cartoon movies at the Tenth Grade of SMAN 2 Palopo".

B. Research Question

Based on the background above, this study formulated the following research questions:

1. Does retelling epic cartoon movies improve students' speaking skills at the tenth grade of SMAN 2 Palopo?

2. What are the students' perceptions toward the use of retelling epic cartoon movies to the tenth grade of SMAN 2 Palopo?

C. The Objective of the Research

The study aims:

1. To determine the improvement of students' speaking skills by retelling epic cartoon movies in the Tenth Grade of SMAN 2 Palopo?

2. To find out the students' perception toward the use of media by retelling epic cartoon movies to the Tenth Grade of SMAN 2 Palopo?

D.   Significance of the Research

The results of this study are expected to provide two benefits: theoretically and practically.

1.   Theoretical significance

This research is expected to be useful for making a learning contribution and a benchmark for further research, namely in the form of alternative media that are applied in learning activities, especially in improving speaking skills.

2.   Practical significance

a.   For a teacher: The results of this study are expected to be useful for teachers or teaching staff and can be used as input in learning, significantly improving students' speaking skills through a cartoon movie.

b.   For students: This research is also expected to foster students' interest and attention and improve learning outcomes in students' speaking skills through a cartoon movie.

c.   For future researchers: They can develop insight into cartoon movie media in learning to speak and apply research as an alternative action for the learning process of students' speaking skills.

E.   Scope of the research

The scope of this study uses epic cartoon movies as a medium to improve speaking skills (Pronunciation, vocabulary, and fluency) by retelling the epic cartoon movies at the Tenth Grade of SMAN 2 Palopo.

CHAPTER II

LITERATURE REVIEW

A. Previous study

Researchers found several studies related to this research as follows:

Nuranalisa conducted a study entitled "*Improving Students' speaking through animation movie a second grade of SMPN 5 MANDAI*" in the 2020 academic year. This study aims to determine whether animated movies can improve students' speaking skills, especially in accuracy and fluency, in eighth graders of SMPN 5 Mandai. The similarity between this research and previous research is that movies are used as learning media. The differences are in the kind of movie. This research uses epic cartoon movies. Meanwhile, the previous research uses animated movies. The results of this study indicate that the stu dents' speaking ability increased in all aspects. Thus, the researcher concluded that animated movies improved students' speaking skills, especially accuracy and fluency. [8]

In the same year, Cut Rizka Fadhlina also examined the speaking ability of high school students with the research title *"The Animation Movie 'BABY BOSS' to Improve Students' Speaking Achievement at SMAN 1 INDRAPURI" the* academic year 2020. The researcher concluded that using English-animated movies could improve students' speaking achievement. The results of the researchers' observations also proved that using English-language animated movies effectively

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[8] Nuranalisa. "*improving students' speaking skill through animation movie at second grade of SMPN 5 Mandai in Academic Year 2020*". (Muhammadiyah university of Makassar). (february 2020).10

increased students' speaking achievement, especially second-grade students of SMAN 1 Indrapuri. The similarity between this research and previous research is that movies are learning media. The differences are in the type of movie. This research chose several cartoon epic movies that were used as media. Meanwhile, the previous research only focuses on 1 type of animated movie, 'BABY BOSS' as media.[9]

Next, Muh. Zulfikar. M. Djafar conducted a study entitled "Improving Storytelling Skills Using Short Movie Screenings for Muhammadiyah Students in Tengnga Lembang, Sanjai Regency" in the 2018 academic year. The researcher stated that using short movie screening media helped to learn in the classroom because when the short movie screening media was implemented, students were very active in learning. The similarity of this research with previous research is in speaking. The difference lies in the type of movie. This research uses epic cartoon movies. Meanwhile, the previous research used short movies.[10]

Syarifa Aini conducted research entitled *"The Effect of Cartoon Movies on Students' Speaking Ability."* This quasi-experimental research was conducted in class VII of SMP Negeri 5 Tanjung Balai in the 2020/2021 academic year. The researcher stated that the use of cartoon movies had a significant effect on students' speaking abilities. The similarity between this research and previous research is using cartoon movies as the learning media. The difference used is the method of

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[9] Cut Rizka Fadhlina. *"The of Animation Movie 'BABY BOSS' to Improve Students' Speaking Achievement at SMAN 1 INDRAPURIi in academic years 2020"* . (Universitas Islam Negeri Ar-Raniry Banda Aceh)**.** (December 2020). iv

[10] Muh. Zulfikar. M. Djafar. "Increasing the ability to tell stories using short movie media for Muhammadiyah students in Tangnga Lembang, Sanjai Regency, for the 2018 academic year." (Muhammadiyah University of Makassar). (December 2018). 10

the research. This research uses quasi-experimental, while the previously used pra-experimental. [11]

Votik Anugerah Anjasiwi conducted a study entitled *"The Use of Cartoon as Media on Students' Speaking Ability at the Tenth Grade Students' of SMK Kesehatan Pro-Skill Indonesia"* in the 2021 academic year. This study aims to determine whether there is a significant effect of using cartoon media on the speaking ability of Indonesian Pro-skills Health Vocational High School students. After conducting the research, there was a significant difference between the speaking ability of students taught using and without cartoon media at the Indonesian Pro-Skill Health Vocational School. The similarity between this research and previous research is using cartoon movies as the learning media. The difference used is the method of the research. This research uses quasi-experimental, while the previously used pra-experimental.[12]

B. Theoretical Review

1.   The Concept of Speaking

a.   Definition of Speaking

Speaking is conveying information or expressing one's thoughts and feelings in spoken language. We can communicate more easily. The average generates thousands of words daily, although some may create more.[13] According

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[11] Syarifah Aini "*the Effect of Cartoon Movie on Students' Speaking Ability"* Educatin & Learning, vol. 1, No 2. 39-44.(2021).

[12] Votik Anugerah Anjasiwi "*The use of Cartoon as Media on Students' Speaking Ability at the tenth Grade Students of SMK Kesehatan Pro-Skill Indonesia in Academic years 2021.* (State Islamic University of Sultan Syarif Kasim Riau). (may 2021).vii

[13] Scott Thornbury, *How to Teach Speaking*, (Pearson Educate Limited, 2005), 1.

to Hendry Guntur Tarigan, "speaking is the skill or delivery of words with articulation sounds to express or convey ideas, opinions, or feelings.[14] Based on the statement above, the researcher concludes that speaking is a communication tool to share messages, thoughts, and feelings with others.

As Harmer writes, speaking is the ability to process information and language; the elements necessary for speaking are:[15]

1) Connected speech: Effective speaking can use connected speech (sounds modified "assimilation," omitted, added, or contractions and stress patterns).

2) Expressive devices: they are the ability to allow for the extra expression of emotion and intensity in conveying meaning.

3) Lexis and grammar. Therefore, the teacher must provide various phrases for different functions, such as agreeing or disagreeing, expressing surprise, surprise, or agreement. Where students are engaged in specific speaking contexts such as job interviews, we can outperform them in the same way, in specific ways useful phrases they can generate at different stages of an interaction.

4) The language of negation: we use it to find and slow down the structure of what we say.

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[14] Hendry G. Tarigan, Language as a Language Skills Tribe, (Bandung: Space, 1986), 15.

[15] Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition) (England: Longman, 2002), 269.

Rapid processing skills in speech require (mental/social processing):[16]

1) Language processing: effective speakers must be able to process language in their head and put it into a coherent sequence that appears in a form that is comprehensible and conveys the intended meanings.

2) Interacting with others: most speaking involves interacting with one more participant.

3) Information processing (on the spot): we also have to be able to process the information they pass on to us when we get it.

According to Brown, speaking is a productive skill that can be observed directly and empirically. This observation is always colored by the accuracy and effectiveness of the test takers' listening skills, which sacrifices the test's reliability and validity.[17]

Based on the expert's explanation of the speech above, the writer concludes that speaking is a human ability in English and all languages in the world. People can make talking a tool to communicate with others.

b. The Purpose of Speaking

Speaking is one of the important skills in supporting on going communication with others. Talking is not always far from language because language is important in communicating with other humans. Communication can be done in various ways, including verbal and nonverbal communication. Verbal

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[16] Jeremy Harmer, *The Practice of English Language Teaching* (Third Edition) (England: Longman, 2002), 271.

[17] H.Douglas Brown, *Language Asessment Principle and Classroom Practice* (San Fransisco: State University, 2004), 140.

communication uses language as a medium, while nonverbal communication uses gestures such as colors, pictures, bell sounds, etc. Verbal communication is considered the most perfect, efficient, and effective. In general, the purpose of speaking is to inform and report something to listeners.[18] This can be in explaining a process, describing, interpreting, or interpreting something, giving, spreading, or instilling knowledge, or explaining connections, relationships, or relationships between things, things, or events.

Generally, people speak to entertain, inform, stimulate, convince, or move their listeners.[19] In his opinion, it can be seen that the most important and first purpose of speaking is to communicate; by speaking, a relationship will be established orally between the speaker and the listener. Effective communication is considered essential to achieve success in every individual, both individual and group activities. A leader needs Good speaking skills in various government, private, and educational positions. Likewise an educator, they are required to master speaking skills to convey information properly to their students.

c.   Kinds of Speaking

1)   Speaking performance

Sriananda stated that performance is a process of how a person plays. Therefore, we can conclude that speaking, judged by how fluent and accurate it is, is to distinguish the outline of precision and fluency. Accuracy is the way people

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18 The sweet. "Understanding of Speaking, Objectives and Speaking Ability Test According to Complete Experts". Student co.id. April 27 2022

19 Aneqbal. "Understanding Speaking and Being an Ideal Speaker". 2023. https://www.aneiqbal.com/info/pengertian/pengertian-spoke/.

use the right words and sentence patterns, while fluency is how someone talks about producing words in a certain period without missing words. [20]

Teachers must know how to evaluate their students and understand to what extent the result of teaching they have enforced. In this case, the teacher must be able to indicate whether their students are classified as having good speaking performance. Brown states that speaking performance is measured by the capability to speak English well based on the characteristics of accuracy and fluency to be decided as follows:[21]

a) Good control of fluency interaction with minimal false starts, repetition, and fillers.

b) Fairly fluent and noticeable hesitation or false starts, repetition, and fillers in fluency, but did not interfere with basic communication.

c) Occasionally lack fluency and flexibility, with some false starts, repetition, and fillers but such as to impede communication.

d) Some false starts, repetition, and fillers were still conveyed less fluently.

e) Disconnected speech, frequent false starts, repetition, fillers, and pair communication.

f) Use a range of structures with vocabulary, minimal number errors, and intelligible pronunciation of different words.

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[20] Sriananda. (2018). The Correlation between Self-Concept and Students' English Speaking Ability of the Fifth Semester Students of Makassar Muhammadiyah University in Academic Year 2018-2019. Thesis. English Department: Muhammadiyah University of Makassar.

[21] Brown, H.D.(1994).*Principles of Language Learning and Teaching*. Cambridge: Englewood Clifts, NJ: Prentice Hall Regents.

2) Speaking Ability

Skill is the mental or physical ability or skills needed to do something. Based on the definition above, the researcher can conclude that skill and ability have the same meaning. So, ability skill is the skill or skill needed to do something, or something that can be used to measure one's success can be natural or acquired.

2. The Concept of Movies

a. Definition of Movie

According to Webster's third international dictionary, the meaning of movies is as follows:

1) A motion picture.

2) Material methods suitable for motion pictures

3) A treater designed or used for the presentation of motion picture

4) A source of entertainment or an art form.[22]

The movie, also called a movie or the cinema, is intended here is by a movie, as an audio-visual tool that is used as a learning tool; many things can be explained by the movie, such as any process that happens in our body and natural phenomena.

According to Azhar Arsyad, movies or live pictures are pictures on the frame, which are mechanically projected by the projector lens frame.[23]A movie is a flat two-dimensional picture that moves. When we view a movie, we watch a rapidly changing series of still images, each slightly different from the previous image. A movie is a form of entertainment that enacts a story through sound and a

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[22] Webster third new international dictionary of the language, unabride with seven language dictionary volume II H to R, 1480

[23]Azhar Arsyad, Learning Media, (11th edition) (Jakarta:Raja Grapindo Persada, 2003) , 48.

sequence of images, giving the illusion of continuous movement. A movie is a sequence of photographs projected onto a screen with sufficient rapidity to create the illusion of motion and continuity.[24]

The movie is one of the media in teaching language. It is very useful because it can make students more interested in studying.[25] Sometimes, the students feel bored with the situation in English class, so they need entertainment, and a movie is one of the entertainment. In language teaching, not only show the movie to the students but also ask the students to analyze what the movie is. So, after watching, they can tell the other students what they get from the movie.

In language teaching, the teacher has to be careful in selecting movies because there are many genres of movies. The teacher has to use an appropriate movie that can entertain the students and has a good story to make the students feel happy in language learning. One movie genre is drama; drama is a serious, plot-driven presentation portraying realistic characters, settings, life situations, and stories involving intense character development and interaction. Usually, they are not focused on special effects, comedy, or action. Dramatic movies are probably the largest movie genre, with many subsets. This researcher used the movie genre drama because drama is included in one of the movies.

b.   Types of Movie

Bordwell and Thompson defined the types of movie or movie as follow ;

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[24] Arief S. Sadiman, Educational Media: Definition of Development and Utilization (ed.1-14- Jakarta: Rajawali pers, 2019), 64.

[25] http://onlinedictionary.datasegent.com/word/movie/19/7/2018

1) Documentary Movie

A documentary movie supports presenting factual information about the world outside the movie. As a type of movie, documentaries present themselves as factually trustworthy. According to Bardwell and Thompson, there are two types of documentary movies, they are:

a) Compilation movies are produced by assembling images from archival sources.

b) Direct cinema: recording an ongoing event "as it happens" with minimal interference by the moviemaker.

2) Fictional Movie

A fictional movie presents imaginary beings, places, or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated to actuality. For one thing, not everything shown or implied by fiction movies needs to be imaginary. A typical fictional movie stages its events, designs, plans, rehearses, and movies. In a fictional movie, the agents are portrayed or depicted by an intermediate, not photographed directly in the documentary.

3) Animated Movie

Animated movies are distinguished from live-action ones by the unusual work done at the production stage. Animation movies do not continuously move outdoor action in real-time, but they create images by shooting one frame at a time.[26]

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[26] Bordwell, David and Thompson, Kristin. 2008. *Movie Art :An Introduction English Edition*. New York : Mc Graw Hill.

c.   The advantage of movies as teaching media

According to Sudjana and Ravai, the benefits of using movie as a learning medium include:

1)   Develop the thoughts and opinions of students.

2)   Add memory to the lesson.

3)   Developing students' fantasy power.

4)   Grow interested and motivated to learn.[27]

The movie used as a medium must follow the lesson being given. For this reason, the teacher must be familiar with the movie that will be used as a learning media in advance to find its benefits.

3.   Cartoon Movies

a.   Definition of Cartoon Movies

Cartoon movies are defined as movies. Horby states that a movie is a form of entertainment that acts out a story with sound and a series of images that give the illusion of continuous motion. [28] Generally, people know cartoons only as entertainment that is watched on several devices such as televisions, computers, DVDs/VCDs, etc. In this case, the cartoon is a medium that uses a projector so that moving images can be displayed on a screen where two parts of the body, such as eyes and ears, are joined. Moreover, cartoon movies are considered audio-visual

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[27]Sudjana, Nana dan Ahmad Ravai. 1995. *how to learn students are active in the teaching and learning process.* Bandung: Sinar Baru Algesindo.

[28] Horby, A. S.   (1995). *Oxford Advanced Learners Dictionary*. New York: Oxford University Press**.**

media that combine sound and images in one unit, so cartoon movies here are teaching aids.

In addition, it was concluded that cartoon movies are one of the media that can be used to interpret learning messages, including audio and audio-visual. According to Hu, movies provide audio and visual materials that help students understand language more easily.[29] While watching movies, students not only listen to the characters but also watch their movements. Besides that, scenes, props, and other aspects make the communication so real that, by watching cartoons, students seem to almost interact with the activities in the cartoon. Besides, they tend to learn naturally in movie class, so they pick up the language spontaneously. For many students, cartoons are much more eye-catching and impressive than ordinary printed materials, books, or material that can be heard on the recording because of their visual nature and immediacy.

It can significantly increase students' enthusiasm and imagination. In addition, audio-visual English movies can mobilize students' enthusiasm for speaking and other senses and greatly arouse students' curiosity. Making cartoon movies and learning English naturally and efficiently expands human knowledge and improves English communication skills.

b.   Dissimilarity of Cartoon and Animation

According to A.S Hornby (1988), a cartoon is a painting of daily events that are depicted in a fun or interesting way. Cartoons can also refer to television

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[29] Hu, S. F. (2020). On teaching non-English majors listening and speaking through videos.*China English Language Education Association Journal*, *29 (2)*,42–48.

programs or movies made using animation techniques. Both cartoons and animation both complement each other. Cartoon has several types, such as 1) gag cartoons, 2) editorial cartoons, 3) caricature cartoons, 4) comic cartoons, 5) as well as animated cartoons. At the same time, animation comes from the Latin *animate,* which means to revive or give breath. According to Norman McLaren (1914), animation is not the art of drawing but moving in motion. There are several types of animation, which are grouped into five categories, namely: 1) traditional animation, 2) 2D animations, 3) 3D animations, 4) motion graphics, 5) stop death. Cartoons and animation both complement each other.

c.   The benefits of using cartoon movies as teaching media

1)   Cartoon movies present native speakers as a model for students to obtain the appropriate pronunciation, intonation, and register.

2)   Cartoon movies can raise interest in learning English and excite students to understand people's interactions.

3)   Cartoon movies can improve students' understanding much better than just listening to audio.

4)   Through cartoon movies, students will be more active in class activities because cartoon movies relate to their life interactions (which can be discussed with their friends about real-life situations and situations from cartoons).

5)   Cartoons encourage cross-cultural awareness by looking at people's characters on the screen and comparing them to real characters such as friends and family.

6) Cartoons are very good at depicting a process, using gestures if necessary slowly, and lastly, each student can learn something from cartoon movies, from the smart or less intelligent.[30]

When teaching using cartoon movies, the teacher must know the techniques. According to Rice, he explained that there are five techniques in education using cartoon movies: first, freeze the frame. The second is silent viewing. The third is sound only. Fourth is the jigsaw view. The latter is a normal display.[31]

Students can improve their vocabulary and pronunciation by using cartoon movies in class. Lessons can help students become more interested in the teaching and learning process. On the other hand, Yassaei adds that cartoon movies can teach grammar, vocabulary, and creative writing.[32]

d. This qualifies cartoons as teaching media. [33]

1) The use of cartoons based on student levels

The use of cartoons as a learning medium must be understood by students. Teachers must choose a good cartoon based on the level of students. So that students can understand and know the meaning of cartoons.

2) Simple

Cartoons must be understandable. In general, good cartoons are important.

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[30] Rice, A M. (1993). *Teaching with Video*. New York: Macmilan, Inc.
[31] Rice, A. M. (1993). *Teaching with Video*. New York: Macmilan, Inc
[32] Yassaei, S. (2018). Using Original Video and Sound Effects to Teach English. *English Teaching Forum*, *50 (1)*, 12–16.
[33] Votik Anugerah Anjasiwi "*The use of Cartoon as Media on Students' Speaking Ability at the tenth Grade Students of SMK Kesehatan Pro-Skill Indonesia in Academic years 2021*. (State Islamic University of Sultan Syarif Kasim Riau). (may 2021).20

3) Clear symbol

An effective cartoon has a clear meaning of the symbol.

Many types of media can be used to learn English, especially speaking competence. One way is to use cartoons. Teachers should be able to choose good and interesting cartoons to make students interested in their lessons. According to Heaton, carefully selecting images (e.g., posters and cartoons) for the test will help control the basic vocabulary required. To some extent, it may determine which type of words dominate the sentence structure.[34]

In addition, speaking as one of the skills in English is very important. The way to make learning easier is the teacher can provide him with speaking as a habituation activity in teaching and learning in the classroom. The use of interesting cartoons can provide solutions for teachers in teaching speaking.

4. Epic Cartoon Movie

a. Definition of Epic Cartoon Movie

Epic is a word that describes great, extraordinary, cool, unique, and amazing things. The word epic is also related to stories about heroism. Two things can be seen from the meaning of epic. The first describes something great, cool, very good, and others. The second meaning of epic in a literary work is to explain the story of heroism or history. Epic can be used in literary works of novels, short stories, and others. An epic story in a literary work is characterized by the most important, heroic, or the most interesting story in the story. There are several synonyms for the word epic: 1) Legend, 2) Stories, 3) Fairy tales, 4) History, and 5) Myths.

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[34] Heaton, J.B. 1998. *English Writing Test.* New York: Gerbang Edinburgh

b.   The difference between epic cartoon movies and other cartoons

Epic cartoon is a movie with the theme of drama, fantasy, and adventure based on a children's book. Usually, epic cartoon movies tell something good against bad things. The following examples of epic cartoon movies: 1) Up; 2) The Incredible; 3) Beauty and the Beast; 4) How to Train Your Dragon; 5) Rise of the Guardians; 6) WALL-E; 7) Ratatouille; 8) Howl's Moving Castle; 9) The Lorax; 10) Spirited Away; 11) Monsters, Inc; 12) Shrek; 13) Megamaind; 14) Despicable Me. Meanwhile, cartoon movies are generally entertainment in the form of funny pictures that tell stories about animals.

5.   Using Epic Cartoons in Teaching Speaking

Epic cartoons are one of the media that English teachers can use in the teaching and learning process of speaking. This can be implemented in teaching speaking. Canning Wilson notes that visual movies, including cartoons, used to help someone see direct meaning in language can benefit learners by helping clarify messages, provided the visual work is in a positive way to enhance or complete language points.[35]

Pictures, movie strips, visual images, photography, comics (cartoons), videos, etc, play an important role in teaching grammar, vocabulary, listening, speaking, writing, and reading at ELT. In addition, cartoons can also be used at all levels of education, not only high school but also junior high and elementary school. Cartoons can be used from beginner to advanced levels for various language

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[35] Canning-Wilson, C., & Wallace, J. (2000). *Practical Aspects of Using Movie in the Foreign Language Classroom.* The Internet TESL Journal,6, 36.

activities and discussions; in addition, epic cartoons are a great teaching tool because:

a.   Tell a complex story in multiple pictures.

b.   Provide commentary and provoke thought about events and issues in the news.

c.   Give an example vocabulary related to current trends and facts.

d.   Provide easily identifiable characters to form the basis of the sketch.

e.   Demonstrate culture in action by the way men or women behave and are expected to behave.

f.   Comment on illustrations of various issues such as racism, youth relationships, age, and family relationships.

Epic cartoon movies are one of the media images that can be used in teaching and learning. Humor is one of the characteristics of the cartoon itself. That is, using cartoons will attract students' attention and make them think seriously. Moreover, it will help them easily express their opinion spontaneously. In addition, Harmer says that speaking is a skill that is difficult to master and can be achieved in any way. It is better to have students try to practice it spontaneously.

6.   Retelling Story

a.   Definition of Retelling Story

Retelling is a way to retell a writing or story that has been read or known, which then, in retelling, must use its own words or sentences. Retelling must cover

the character or figures, setting, place or time, conflict, and the story's ending or end.[36]

Step:

1) Read or watch a story

2) We are looking for the main character, setting/plot (place and time), conflict, and the story's ending.

3) Compose or rewrite the story by including the main character, setting/plot, conflict, and ending in your own words.

Retelling a story involves reconveying events in words, images, and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation, and to instill moral scores. Crucial elements of stories and storytelling include plot, characters, and narrative point of view.

Retellings are post-reading or post-listening recalls in which readers or listeners tell what they remember Morrow.[37] This active participation in stories results in increased language development, comprehension, and an interest in books and learning. Retellings after reading provide another opportunity for the reader to reconstruct the text. They extend and enhance the readers' comprehension and comprehension processes while giving evidence for and insights into understanding the two processes. Although no method can completely represent comprehension, retellings constrain the reader's ability to represent what has been comprehended.

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[36] Mushin, Ilana. *Evidentiality and Epistemological Stance.* Narrative Retelling 87 edition. 2001

[37] Morrow, L. M., *Motivating Reading and Writing and Engagement Perspective.* (1996)

Miscue analysis and story retellings indicate that readers use complex predicting and confirming strategies when they are concerned with unfamiliar concepts in a text. This is significant because strategies are essential for effective comprehension to occur.

b.   Purpose of Retelling Story

This activity encourages children to think about stories as they retell them. It helps them learn to tell stories in detail and sequence, important pre-literacy skills that take time and practice to develop. Children develop favorite stories early in their lives and want to hear the same stories over and over again. As we retell these stories to young children, we can help them understand how stories work by giving them opportunities to revisit and rebuild the levels through memory. On the other side, this activity aims to help learners select the most important ideas or information and coherently retell them so that a listener can get the gist of the story or event being retold. This involves selecting which ideas or information are important and rejecting detail that may be interesting but is not relevant to the main ideas.

c.   Aspects of Retelling Story

Rhodes says that there are some aspects of retelling a story, and they are:

1)   Story

A story is a narrative of events arranged in their time sequence. It simply tells us what happened and in what order. It is the time sequence that turns a random collection of episodes into a story. This emphasizes that chronological sequence is different from real life. Our real lives also unfold through time but have the added

feature that some experiences have greater scores and meaning than others. The score has no role in a story concerned with life in time rather than life by scores.

a)   People

A novelist can only begin to explore the score of human experiences by developing the story's characters. It emphasizes that the characters are not real people; instead, they are like real people. In the story, the audience or listener knows people perfectly. This completeness allows characters to take on the air of being real and gives the audience or listener a definition of when a character in a book is real. It is real when the novelist knows everything about it. The novelist may not tell us all, but the novelist will give us the feeling that although the character has not been explained, it is explicable.

b)   Plot

A plot is also a narrative of events, emphasizing causality. A plot demands intelligence and memory on the part of the reader to remember incidents and create connecting threads between them. And the relationship between cause and effect also connects the character with the plot.

c)   Fantasy and Prophecy

Fantasy implies the supernatural, but it may do this by no more than simply hinting through a magical quality in events. Parody or adaptation has enormous advantages to certain novelists, particularly those with a great Prophecy accent in the novelist's voice.

d)   Pattern and Rhythm

The pattern is an aesthetic aspect of the novel, and it may be nourished by anything in the book, any character, scene, or word. It draws most of its nourishment from the plot. Whereas the story appeals to our curiosity and the plot to our intelligence, the pattern appeals to our aesthetic sense; it causes us to see the book as a whole. Rhythm is like a musical motif reappearing with slight variations and helps to unify the novel. Such a motif has a life of its own, unconnected with the lives of its auditors. The motif's appearance is not an artificial pattern; sometimes, it means nothing and is forgotten. And this seems to be the function of rhythm in fiction, not to always be there like a pattern.

7.   The procedure of retelling movies as teaching media

Retelling a story is not an easy thing. Students will have difficulty providing information if they cannot convey ideas or topics. Retelling stories in English is very difficult for those with poor vocabulary and pronunciation skills.

Through cartoon movies as a learning medium, teachers can motivate students to learn to tell stories more interestingly and in a fun way. The students can enrich their new vocabulary and will know more about the conversation. They will get a new atmosphere in teaching storytelling.

Procedures for retelling movies as learning media:

a)   Before the teacher gives certain movies to students, the teacher should give a brief explanation by mentioning the title of the movie

b)   Then, the teacher shows the movie to each student to watch and asks them to watch it twice or thrice.

c)   After that, they retell the same story from the movie with their friends

d)   After finishing retelling to their partners, the teacher will make them come forward one by one to retell

e)   The teacher will record the student's voice and then rate the student's score based on their pronunciation, grammar, fluency, and content in retelling the story.[38]

C.   Conceptual framework
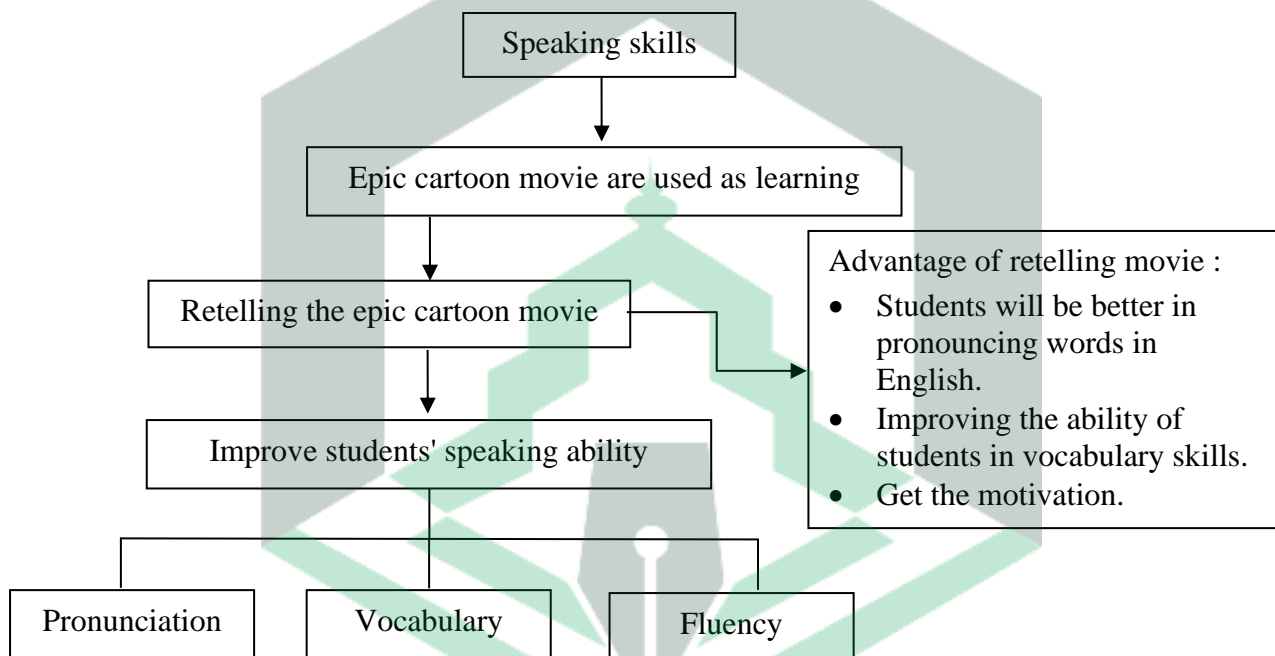
Picture 2.1 Frame work

The conceptual framework shows the benefits of retelling and a compelling retelling of the movie process to improve students' speaking skills. Students must master all speaking skills, such as pronunciation, vocabulary, and fluency. To enhance students' speaking skills.

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[38] Marjuki, Asmuni. "*Improving Students Ability of Story Retelling by Using Movie*". The student reports about the teaching knowledge exploration through the writing class. (University of IBN Khaldun Bogor-Indonesia). (2020)

D.   Research hypothesis

1. H_0: There is no significant increase in students' speaking skills before and after being taught by using cartoon movies.

2. H_1: There is a significant increase in students' abilities and speaking skills before and after being taught using cartoon movies.

CHAPTER III

RESEARCH METHODS

A. The Method of The Research

The method of this study uses a pre-experimental (one group pre-test post-test) research design. This design can be presented as follows:

Table 3.1 pattern of one group pre-test post-test[39]

Pre-test	Treatment	Pos-test
O1	X	O2

Where: O1: Giving the students a pre-test before conducting treatment

X: Giving treatment to the students using epic cartoon movie

O2: Giving a post-test to the students after receiving treatment.

B. Time of Location of the Research

This research will be conducted in the tenth grade of SMAN 2 Palopo. Located at Jl. Dr. Ratulangi. Kec, Bara. Palopo City. Soult Sulawesi. Indonesia. The time of research starts in July-Augus 2023.

Activities	Time
Pre-test	August 02, 2023
Treatment	August 03, 2023 August 09, 2023 August 10, 2023 August 16, 2023
Post-test	August 23, 2023

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[39] Gay, L.R. 1981. *Education Research : Compotences for Analyis and Application.* U.S.A : Charles E. Nerill Publishing

C. Definition of Variabel

1. Independent variables is Epic Cartoon Movies:

An epic cartoon movie is animated with the themes of drama, fantasy, and adventure. Epic means explaining something great, cool, and very good.

2. The dependent variable is Speaking skill:

Speaking skill is a language ability to pronounce articulation sounds or utter words to describe, state, and convey ideas, thoughts, opinions, ideas, and feelings to other people as partner speakers based on self-confidence, honesty, and responsibility answer by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others.

D. Population and Sample

1. Population

The population of this study was students of class X SMAN 2 Palopo, which consisted of 6 classes. Each class consists of 37 people. Total population of 222 students.

2. Sample

The researcher used a purposive sampling technique in selecting the research sample because, based on the results of a survey of researchers during one month of teaching, the researcher found many obstacles in the student learning process, including the students' speaking ability was very weak, students had difficulty conveying ideas or ideas orally, both in formal and non-formal situations. So, the researchers chose class X KM 1 students, totaling 37 students.

E.   Instruments of the Research

1.   Speaking Test

In collecting data, researchers used speaking tests: pre-test and post-test. The pre-test was given at the beginning of the study to determine students' speaking ability before receiving treatment. At the same time, the post-test is the final test to determine the increase in students' speaking ability after using epic cartoon movies as a medium in teaching. The aim is to measure students' speaking skills.

2.   Interview

The interview used a structured interview. The interview is a collection of information that will be needed for those who need information. Four questions were asked of respondents or students. The interview aims to determine students' perceptions of media use by retelling epic cartoon movies. The result of the interview is recorded by using audio recorded.

F.   The procedure of Data Collected

The data collection procedure was described as follows:

1.   Pre-test

The pre-test was given at the first meeting with 3 minutes to find out the student's pronunciation, vocabulary, and fluency in speaking. The researcher gave a topic to retell about *"The Best Holiday,"* and the students told it individually in front of the class. The student's answers were recorded by using an audio recorder.

2.   Treatment

After giving the pre-test, the researcher applied the treatment for four meetings using epic cartoon movies to students, and the treatment was carried out

for 90 minutes in one meeting. To start the class, the researcher implemented the learning steps in the classroom such as:

a) First and second meeting

Opening activity :

    1) The researcher greeted students when I entered the class.

    2) The research checked students' attendance.

    3) The research asked the students to lead the prayer.

    4) The research checked students' understanding.

Whilst activity:

    1) The researcher played the movie to warm up the class for 1 minute.

    2) The researcher asked students to guess the material to be taught.

    3) After the guessing, the research explained the material.

    4) Students are allowed to watch the full movies.

    5) After watching, the researcher shared a paper containing some questions related to the movies to be answered by students.

    6) The research allowed students to discuss.

    7) After that, the research invited students to perform in front of the class to retell the movie for 3 minutes individually.

Closing activity:

    1) After all the students are finished, the research corrects the students' pronunciation.

    2) The research evaluated the material given at the lesson's beginning.

    3) The research gave motivation to students.

4) The researcher said the greeting to end the lesson.

b) Third and fourth meeting

Opening activity :

1) The research greeted students when I entered the class.

2) The research checked students' attendance.

3) The research asked the students to lead the prayer.

4) The research checked students' understanding.

Whilst activity:

1) The research divided the class into consist of 3 groups.

2) The researcher played the movie to warm up the class for 1 minute.

3) The researcher asked students to guess the material to be taught.

4) After the guessing, the research explained the material.

5) Students are allowed to watch full movies.

6) After watching, the researcher shared a paper containing some questions related to the movies to be answered by students.

7) The research allowed each group to discuss the answer.

8) After that, the research invited each group to perform in front of the class to retell the movie for 5 minutes in a group of three people.

Closing activity:

1) After all the students were finished, the research corrected the students' pronunciation.

2) The research evaluated the material given at the lesson's beginning.

3) The research gave motivation to students.

4) The researcher said the greeting to end the lesson.

The title of epic cartoon movie for each meeting:

1) First meeting: Title: Rice of the guardians

Link: https://lk2l.socia/rice-of-the-guardians-2012/

2) Second meeting: Title: WELL-E

Link: https:/lk2l.socia/wall-e-2008/

3) Third meeting: Title: The incredible

Link: https://tv.lk2lofficial.live/the-inceredible-2004/

4) Fourth meeting: Title: Up

Link: https://tv.lk2lofficial.live/up-2009/

3. Post-test

After the treatment, the final step is that the researcher gave a post-test to the same students as the pre-test for 5 minutes. The students retell the topic" *First experience in high school*." The students retell one by one in front of the class to find out whether there is an increase in students' pronunciation, vocabulary, and fluency in speaking after treatment. The student's answers were recorded by using an audio recorder.

4. Interview

The interview was performed after the post-test was carried out to all students by distributing paper containing the interview four questions they should answer after the student completed the interview sheet.

G.   Techniques of Data Analysis

1.   Data Analysis of speaking test

The researcher gave the students a speaking test to analyze their pronunciation, vocabulary, and fluency scores. In giving scores to students, the researcher uses an analytic scale that categorizes based on several categories, and the writer follows the scoring criteria for each category. The maximum score in each aspect is 100.

The analytic score is adapted from Harris's (1999) rubric assessment:

Table 3.2 Assessing students' speaking skills[40]

Type evaluation	Score	Benchmark
Pronunciation	91-100	Pronunciation is very clear and uses its language.
	75-90	Pronunciation is unclear and uses their language.
	61-74	Pronunciation is unclear and does not use its language.
	51-60	Unclear pronunciation and using own language.

[40]Harris, D. C. 1999 *Quantitative Chemical Analysis,* 2nd ed. W. H. Freeman Company. New York. 643. 648, 716-717

	10-50	Pronunciation problems so severe as to make speech virtually unintelligible
Vocabulary	91-100	use a variety of vocabulary that is taught previously.
	75-90	Occasionally uses inappropriate terms or words and has to repeat.
	61-74	Often uses the wrong words.
	51-60	The conversation is a bit limited because of inadequate vocabulary.
	10-50	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	91-100	Speaking fluently
	75-90	Speaking generally at normal speed
	61-74	Speaking sometimes hasty fair
	51-60	Speaking to slowly
	10-50	Speaking with many pauses

The result of the converted score put in this score classification:

Table 3.3 Score classification[41]

Classification	Score
Excellent	91-100
Good	75-90
Fair	61-74
Less	51-60
Poor	10-50

Researchers used statistical calculations using SPSS (statistical social science package) to test the hypothesis. In this case, the purpose of using SPSS is for practicality and efficiency in research. Data were analyzed to determine Descriptive, Frequency, and T-Test. The criteria for testing the hypothesis are as follows:

2. Data analysis of the interview

Miles and Huberman describe the process of analyzing research data related to interviewed as follows:[42]

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[41] Depdikbud. 2009. *Instructions for Implementing the Teaching and Learning Process and Instructions for Implementing the Assessment System.* Jakarta : Depdikbud.

[42] Miles and Huberman, quantitative Data Analysis, Jakarta: Universitas Indonesia press. 1992, hlm. 16

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┌──────────────────┐                    ┌──────────────────┐
│  Data collection │───────────────────▶│ Data presentation│
└──────────────────┘                    └──────────────────┘
         │            ╲                           ▲
         │             ╲                          │
         │              ╲                         ▼
         │         ┌──────────────────┐   ┌──────────────────┐
         │         │ Reduction of data│◀─▶│   Conclusions:   │
         └─────────┤                  │   │Withdrawal/        │
                   └──────────────────┘   │Verification      │
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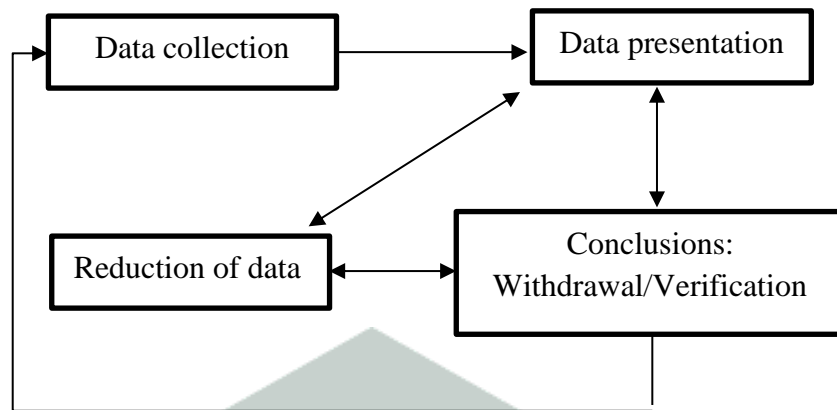
Picture 3.4 research data analysis process

The figure shows the interactive nature of data collection with data analysis; data collection is integral to data analysis activities. Data reduction is an effort to conclude data and then select data in a certain concept, categories, and themes. The data reduction results are processed so that the complete figure can be seen, which may be in the form of sketches, synopses, matrices, and other forms.

H.   Hypothesis

Researchers used statistical calculations using SPSS (statistical social science package) to test the hypothesis. In this case, the purpose of using SPSS is for practicality and efficiency in research. Data were analyzed to determine frequency and T-Test. The criteria for testing the hypothesis are as follows:

Table 3.5 Hypothesis testing[43]

Comparison	Hypothesis	
	Ho	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

This means that if the t-test score is smaller than the t-table score, the null hypothesis is accepted while the alternative hypothesis is rejected, and if the t-test score is greater than the t-table score, the null hypothesis is rejected while the alternative hypothesis is accepted.

The research data was analyzed statistically, using one group pre-test and post-test. Next, this data research was statistical with an independent sample to compare the sample average. Researchers used the t-test to analyze the data. In this case, the researcher used statistical calculations using SPSS (Statistical Social Science Package) for hypothesis testing.

The hypothesis is:

H_0 = There is no significant increase in the students' speaking skills before and after being taught by using epic cartoon movies.

H_1 = There is a significant increase in the students' speaking skills before and after being taught by using epic cartoon movies

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[43] Nuranalisa. "*improving students' speaking skill through animation movie at second grade of SMPN 5 Mandai in Academic Year 2020*". (Muhammadiyah university of Makassar). (february 2020). 54

A.   FINDING

In this chapter, the researcher tabulates the analysis data statistically. It shows the percentage classification and standard deviation of the student's results from the pre-test and post-test.

1.   Analysis of student's scores on the speaking test

a.   Pre-test

Researchers showed the speaking scores of the tenth-grade KM 1 students in the pre-test into several sections.

Table 4.1 The Score of Students' Speaking Skills in the Pre-Test

Code	The Speaking Aspects				Classification
	Pronunciation	Vocabulary	Fluency	Score of Test	
s-1	55	50	53	53	Less
s-2	60	72	60	64	Fair
s-3	62	70	62	65	Fair
s-4	75	70	70	72	Fair
s-5	55	58	55	56	Less
s-6	60	57	57	58	Less
s-7	53	50	50	51	Less
s-8	70	60	60	63	Fair
s-9	75	75	76	75	Good
s-10	70	72	70	71	Fair
s-11	62	60	50	62	Fair
s-12	72	68	70	70	Fair
s-13	75	73	70	73	Fair
s-14	62	60	62	61	Fair

s-15	55	60	53	56	Lees
s-16	60	58	67	61	Fair
s-17	70	66	77	70	Fair
s-18	70	68	70	69	Fair
s-19	49	50	48	49	Poor
s-20	60	55	54	56	Less
s-21	50	52	50	51	Less
s-22	52	50	50	51	Less
s-23	75	70	72	72	Fair
s-24	65	67	60	64	Fair
s-25	65	60	62	62	Fair
s-26	50	47	49	47	Poor
s-27	65	62	62	63	Fair
s-28	60	65	62	62	Fair
s-29	65	60	60	61	Fair
s-30	53	50	50	51	Less
s-31	60	71	68	66	Fair
s-32	60	62	62	61	Fair
s-33	76	72	72	73	Fair
s-34	70	65	65	67	Fair
s-35	75	70	72	72	Fair
s-36	67	65	65	66	Fair
s-37	49	56	45	50	Poor
Total	2.327	2.294	2.260	2.294	
Mean Score				62.00	

Table 4.1 shows the results of students' speaking scores in the pre-test. The results of the mean score of the three aspects of the assessment of speaking skills, namely pronunciation, vocabulary, and fluency, with a mean score of 62.00 before treatment. The highest score from the aspect of speaking is pronunciation (2.327), and the lowest is fluency (2.260).

Table 4.2 Descriptive Statistics of Student's Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	37	47	75	62.00	7.951
Valid N (listwise)	37				

Table 4.2 displays the descriptive statistical pre-test scores of students. It is explained that the highest score of students was 75, while the lowest score was 47. While the mean score of students' pre-test scores was 62.00 with a standard deviation of 6.808.

1) **Pronunciation**

Table 4.3 Students' Frequency and Percentage of Pronunciation in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	6	16.2%
3.	Fair	61-74	15	40.5%
4.	Less	51-60	13	35.1%
5.	Poor	0-50	3	8.2%
	TOTAL		37	100.0%

Table 4.3 informs the frequency and percentage of students' pronunciation scores in the pre-test. There were 6 (16.2%) students who got the good, 15 (40.5%) students who got the fair, 13 (35.1%) students who got the less, and 3 (8.1%) students who got the poor.

2) **Vocabulary**

Table 4.4 Students' Frequency and Percentage Vocabulary in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	1	2.7%
3.	Fair	61-74	18	48.6%
4.	Less	51-60	12	32.4%
5.	Poor	0-50	6	16.3%
	TOTAL		37	100.0%

Table 4.4 describes the results of student vocabulary scores in the pre-test. There were 1(2.7%) students who got the good, 18 (48.6%) students who got the fair, 12 (32.4%) students got the less, and 6 (16.2%) got the poor.

3) Fluency

Table 4.5 Students' Frequency and Percentage Fluency in pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	1	2.7%
3.	Fair	61-74	19	51.4%
4.	Less	51-60	9	24.3%
5.	Poor	0-50	8	21.6%
	TOTAL		37	100.0%

Table 4.5 reveals the results of students' fluency scores in the pre-test. There were 1 (2.7%) students get the good, 19 (51.4%) students get the fair, 9 (24.3%) got the less, and 8 (21.6%) got the poor.

Table 4.6 Descriptive Statistics of Speaking Aspects in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pronoun	37	49	76	62.89	8.425
Vocabulary	37	47	75	62.05	7.954
Fluency	37	45	77	61.08	8.785
Valid N (listwise)	37				

It can be seen in table 4.6 about the descriptive statistics for the pre-test in speaking aspects. The smallest pronunciation score was 49, while the highest score was 76. The mean score was 62.89, with a standard deviation of 8.425. The vocabulary aspect shows that a minimum score is 47 and a maximum score is 75, with a mean score of 62.05 and a standard deviation score of 7.954. The last Fluency aspect shows that the minimum score is 45 and the maximum score are 77. The mean score was 61.08, with a standard deviation score of 8.785.

b.   **Post-test**

Table 4.7 The Score of Students' Speaking Skills in the Post-test

Code	The Speaking Aspects				Classification
	Pronunciation	Vocabulary	Fluency	Score of Test	
s-1	60	61	65	62	Fair
s-2	67	67	72	69	Fair
s-3	63	63	65	64	Fair
s-4	85	83	83	84	Good
s-5	60	62	61	61	Fair
s-6	61	60	62	61	Fair
s-7	60	61	63	61	Fair
s-8	72	70	70	71	Fair
s-9	88	85	86	86	Good
s-10	72	73	72	72	Fair
s-11	75	75	75	75	Good
s-12	75	74	75	75	Good
s-13	80	80	78	79	Good
s-14	70	71	71	71	Fair
s-15	60	63	63	62	Fair
s-16	60	60	62	61	Fair
s-17	70	70	70	70	Fair
s-18	73	72	73	73	Fair
s-19	63	60	68	64	Fair
s-20	63	60	60	62	Fair
s-21	60	62	60	61	Fair
s-22	60	65	68	64	Fair
s-23	75	80	72	77	Good
s-24	65	67	67	66	Fair
s-25	80	76	79	78	Good
s-26	60	68	60	63	Fair
s-27	76	75	77	76	Good

s-28	62	65	60	62	Fair
s-29	75	75	75	75	Good
s-30	56	50	55	54	Lee
s-31	71	70	72	71	Fair
s-32	70	75	70	72	Fair
s-33	70	75	70	72	Fair
s-34	72	77	72	74	Fair
s-35	80	77	71	76	Good
s-36	70	71	71	71	Fair
s-37	50	55	53	53	Less
Total	2.529	2.539	2.496	2.548	
Mean Score				68.86	

At a glance, Table 4.7 shows the results of students' speaking scores in the post-test in pronunciation, vocabulary, and fluency aspects, with a mean score of 68.86 after treatment. In the post-test, the highest score from the aspect of speaking is the aspect of vocabulary (2.539), and the lowest is the aspect of fluency (2.496).

Table 4.8 Descriptive Statistics of Students' Post-Test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	37	53	86	68.86	7.757
Valid N (listwise)	37				

Table 4.8 displays descriptive statistics of students' post-test scores. In the table explained, the minimum score is 53, and the maximum score is 86, with a mean score of 68.86 and standard deviations of 7.757.

1) Pronunciation

Table 4.9 Students' Frequency and Percentage of Pronunciation in Post-test

No	Classification	Score	Post-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	10	27.0%
3.	Fair	61-74	17	46.0%

4.	Less	51-60	9	24.3%
5.	Poor	0-50	1	2.7%
	TOTAL		37	100%

Table 4.9 informs the results of student pronunciation scores in the post-test. There were 10 (27.0%) get the good, 17(46.0%) get the fair, 9 (24.3%) get the less and 1(2.7%) get the poor after being given treatment.

2) Vocabulary

Table 4.10 Students' Frequency and Percentage of Vocabulary in Post-test

No	Classification	Score	Post-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	12	32.4%
3.	Fair	61-74	19	51.4%
4.	Less	51-60	5	13.5%
5.	Poor	0-50	1	2.7%
	TOTAL		37	100%

Table 4.10 describes the results of students' Vocabulary scores in the post-test. There were 12 (32.4%) students who got the Good category, 19 (51.4%) got the fair, 5(13.5%) got the less, and 1(2.7%) got the poor after being given treatment.

3) Fluency

Table 4.11 Students' Frequency and Percentage of Fluency in Post-test

No	Classification	Score	Post-test	
			Frequency	Percentage (%)
1.	Excellent	91-100	0	0%
2.	Good	75-90	8	21.6%
3.	Fair	61-74	23	62.2%
4.	Less	51-60	6	16.2%
5.	Poor	0-50	0	0%
	TOTAL		37	100%

Table 4.11 reveals the results of students' Fluency scores in the post-test. There were 8(21.6%) students who got a Good, 23(62.2%) got a fair, and 6(16.2%) got less after being given treatment.

Table 4.12 Descriptive Statistics of Speaking Aspects in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	37	50	88	68.35	8.544
Vocabulary	37	50	85	69.00	8.048
Fluency	37	53	86	68.81	7.381
Valid N (listwise)	37				

It can be seen in Table 4.12 about the descriptive statistics for the post-test

in speaking aspects. The smallest pronunciation score was 50, while the highest score

was 88. The mean score was 68.35, with a standard deviation of 8.544. The

vocabulary aspect shows that the minimum score is 50, the maximum score is 85, and

the mean score is 69.00, with a standard deviation score of 8.048. In the last Fluency

aspect, the minimum score was 53, the maximum score was 86, and the mean score

was 68.81, with the standard deviation score 7.381.

Table 4.13 The Comparison of Students' Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			Frequency	Percent	Frequency	Percent
1	Excellent	91-100	-	-	-	-
2	Good	75-90	1	2.7%	10	27.0%
3	Fair	61-74	24	64.9%	25	67.6%
4	Less	51-60	9	24.3%	2	5.4%
5	Poor	0-50	3	8.1%	-	-
	Total		37	100%	37	100%

At a glance, Table 4.13 shows the comparison scores of students in the pre-

test and post-test. In the pre-test, the poor classification was 3 (8.1%). In the less

classification, as much as 9 (24.3%). The fair classification is 24 (64.9%). And in

the good classification of 1 (2.7%). In the post-test, the good classification was 10

(27.0%), the fair classification was 25(67.6%), and the less classification was much

as 2(5.4%).

Table Chart 4.1 Rate of Speaking Aspects in Pre-test and Post-test
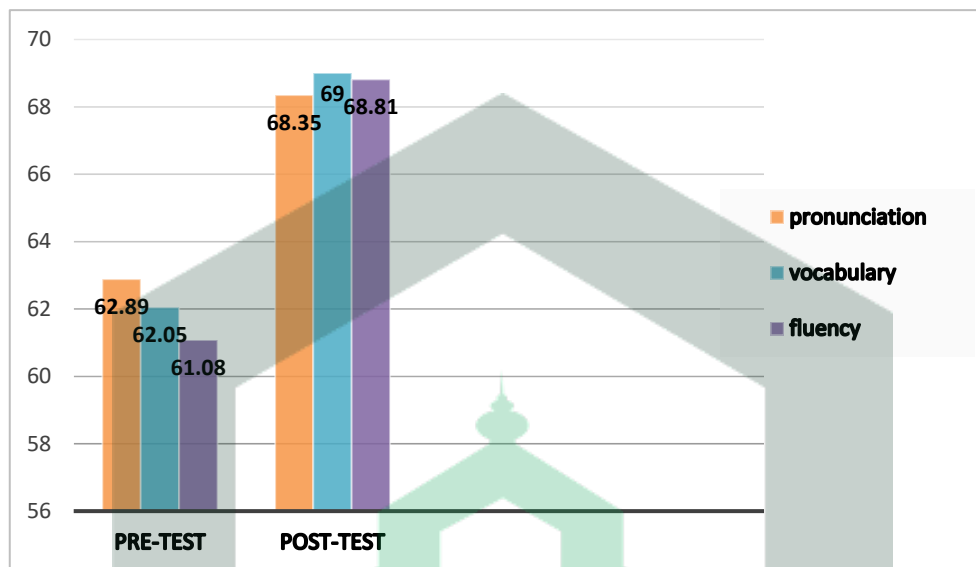

Chart 4.1 shows the results of data from improving aspects of students'

speaking skills in the pre-test and post-test. The highest increase when given

treatment is vocabulary, with a mean score of 69.00; the second is the fluency

aspect, with a mean score of 68.81, and the third is the pronunciation aspect, with a

mean score of 68.35.

Table 4.14 The Paired Samples Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	62.00	37	7.951	1.307
	Posttest	68.86	37	7.757	1.275

Table 4.14 displays the paired sample statistics of the pre-test and post-test.

The mean pre-test score of students was 62.00, with a standard deviation score of

7.951, and the mean post-test score was 68.86, with a standard deviation score of

7.757. meanwhile, for the standard error score, the pre-test mean was 1.307, and the

post-test was 1.275. Table paired samples statistics show if the data from the post-

test was higher than the pre-test data.

Table 4.15 The Paire d Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	37	.798	.000

Table 4.15 shows the paired samples' correlations. The correlations between

the pre-test and post-test were ,798 where cohen correlation table has large effect

size and the significant score was 000.

Table 4.16 The Paired Samples Test of Pre-test and Post-test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pretest - posttest	-6.864	5.00	.822	-8.532	-5.197	-8.350	36	.000

It can be seen the table 4.16 about the paired samples test shows $_{test}$ = 8.350,

with (p) 5% and df (degree of freedom) score of 36. If the significance score is >

0.05, then H_0 is accepted, meaning there is no influence between the independent

and dependent variables. While the significance score of the researcher shows 0.05

< ,000. This means a significant influence exists between one independent variable

and the dependent variable. According to Gray, the score of t_t (table) = 2.028. Based

on these results, the t_{test} is greater than the t_{table}, $t_o > t_t$.

$$8.350 > 2.028$$

The statistical hypothesis is as follows:

H_0: if the t-table is higher than the t-test, it means that using cartoon movies as a

medium of learning cannot improve students' speaking skills at SMAN 2 Palopo.

H$_1$: if the t-test is higher than the t-table, it means that using the cartoon movie as a medium can improve students' speaking skills at SMAN 2 Palopo.

From the explanation above, $t_{test} > t_{table}$ can be concluded if the Alternative Hypothesis (H$_I$) is accepted and the Null Hypothesis (H$_O$) is rejected. Using cartoon movies as a medium effectively improved the speaking skills of grade-tenth students at SMAN 2 Palopo.

2. The Result of Interview Students

After conducting the speaking test, the researcher shared a paper with four questions for the students to answer about the learning process using cartoon movies as a medium.

Question 1

Researcher: Does the retelling movie can increase your speaking ability? Why?
R1: Yes, because it can improve my pronunciation skills.
R2: Yes, cause it helps us communicate well through the movie sentences.
R3: Yes, but a little, but learning to speak using a cartoon movie can retrain my English language skills.
R4: Yes, because the movie is interesting and fun to watch.
R5: Yes, because we can practice pr onunciation.

Based on the results of the interviews conducted by the researcher with the respondents to question 1, some students said that using retelling movies could improve their speaking skills because they could practice their pronunciation directly, help them communicate using sentences in the movie, and those who said that their speaking skills only improved a little.

Question 2

Researcher: Does retelling the movie create a fun learning atmosphere?
R1: Yes, because it can provide motivation.
R2: Yes, because I was bored with monotonous learning and only gave the material.

R3: Yeah, cause that movie was being prepared fun.
R4: Yes, because most already know the movie.
R5: Yes, cause I think I will learn by using the new movie I get.

Following are the results of the researcher's interview with the respondent on question 2; some students said that retelling movies could create a pleasant learning atmosphere because this was the first time they got the learning method using cartoon movies, which can provide motivation.

Question 3

Researcher: What challenges do you face during the learning process?
R1: It's hard to say it.
R2: Not used to the learning of speaking.
R3: I don't understand the language because I'm not used to it.
R4: Way of pronunciation, as well as lack of self-confidence.
R5: Many words have never been spoken and say.

As for the results of interviews conducted by researchers with respondents to question 3, some students stated that they faced some difficulties, such as not being confident, having difficulty pronouncing vocabulary, and still seeing foreign words.

Question 4

Researcher: What do you feel during the learning process?
R1: I am happy and like learning like this.
R2: It's fun because I can share thoughts about movies with friends.
*R3: I feel good because learning with the movie doesn't tense the classroom
    atmosphere.*
R4: So happy, cause I can improve the wrong vocabulary.
R5: Happy, can watch cartoon movies I've never watched.

The students responded to question 4 with different answers. Students stated that the learning process using movies was gratifying because they could learn relaxed; learning while watching movies was new; students could discuss with their friends and increase their vocabulary.

B. Discussion

From the results of the above data that researchers have presented, using epic cartoon movies as a medium for learning English for the tenth grade of SMAN 2 Palopo can improve their English speaking skills in three aspects: pronunciation, vocabulary, and fluency.

Before treatment, students' English language skills were low, and the pre-test results have been recorded with the first speaking aspect being pronunciation, the second aspect being vocabulary, then the third the fluency aspect. At this stage, the ability of the three is still minimal; pronunciation is difficult to understand, and when students are spoken to, they do not know what the researcher is saying. Besides that, the lack of student vocabulary makes them less fluent in speaking English, and many still combine English and language. When they are asked a question, they ask back what it means. Then, when they answered, most of them combined it with Indonesian because of a lack of vocabulary. In addition, they also feel shy when asked because of the lack of opportunities to practice speaking English in class.

With four treatment meetings, students began to talk with researchers actively. The teacher suggests using opinion cartoon movie media because when they learn through movies, the teacher can create learning that is not monotonous. In the treatment, students were made into groups, and sometimes, students worked on assignments individually; in each given movie meeting, it was different. For example, at the first meeting, students were given the movie Rice of the Guardians; at the next meeting, students were given another movie and had to work on it in groups, and so on. After students fill in the notes in watching, they will start telling

what the characters are in the movie or what events have happened in the movie they watched.

The post-test results of students recorded above show the results of improving students' speaking skills after being given treatment. They respond faster to what is asked. In addition, their vocabulary was also increased so that they could answer questions using English. In this post-test stage, the aspect of speaking that has improved the most is vocabulary, the second is pronunciation, and the third is fluency.

When students are given shallow pronunciation treatment, many words are still mispronounced, even for self-introduction. Students' vocabulary increases because when the treatment is more on understanding and memorizing commonly used vocabulary, students are also more fluent in speaking because they are given more opportunities to speak.

From three aspects of speaking: pronunciation, vocabulary, and fluency. All aspects have increased, but vocabulary is the aspect that has improved the most. The second is pronunciation, and the third is fluency.

The results of research that researchers have conducted found that the use of this cartoon movie media can improve students' English speaking skills in class. Nuralisa's statement in her research supports this. The study results show that using movie media can develop students' speaking skills, where vocabulary has experienced the highest increase.[44] Cut Rizka Fadhlina's statement that the use of

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[44] Nuranalisa. "*improving students' speaking skill through animation movie at second grade of SMPN 5 Mandai in Academic Year 2020".* (Muhammadiyah university of Makassar). (february 2020).10

movie media can improve students' speaking skills, where the results of this study indicate that the application of movie media can help students to improve their speaking skills with the highest aspect of improving pronunciation.[45] Furthermore, this research is also supported by the statement of Siti Sarah, where the research found results that the application of cartoon movies can improve students' speaking skills and the application of cartoon movies makes students more active in speaking in class.[46]

Retelling the epic cartoon movie has several advantages in teaching speaking skills. First of all, retelling is an effective technique in language learning as it helps learners consolidate their understanding of the plot, characters, and themes. Epic cartoon movies usually have interesting stories and are easy to follow. This makes students interested and more involved in the learning process. In addition, epic cartoon movies often have strong and colorful characters, which can help students develop their imagination and increase creativity in speaking. By retelling epic cartoons movies, learners can practice key language skills. Students can also expand their vocabulary and improve their understanding of correct sentence structure and pronunciation in a meaningful context. It also enhances their listening skills as they focus on essential details while watching the movie.

After being given a post-test, The researcher concluded several answers obtained by students to the questions given, some students said that using film

[45] Cut Rizka Fadhlina. *"The of Animation Movie 'BABY BOSS' to Improve Students' Speaking Achievement at SMAN 1 INDRAPURIi in academic years 2020"* . (Universitas Islam Negeri Ar-Raniry Banda Aceh). (December 2020). Iv

[46] Siti Sarah " *Implementation of Prediction Guide Strategy Through Cartoon Movie Media to Improve Speaking Skills of students Class IV Man 5 Banda Aceh in academic years 2020"* (Universitas Islam Negeri Ar-Raniry Banda Aceh). (Januari 2020) v

retelling could improve their speaking skills because they could practice their pronunciation directly, helping them communicate using the sentences in the film. Retelling films can create a pleasant learning atmosphere because this is the first time they have experienced a learning method using cartoon films which can provide motivation. some students also stated that they faced several difficulties, such as not being confident, having difficulty pronouncing vocabulary, and still seeing foreign words, and the learning process using films was fun because they could learn casually; studying while watching movies is new; Students can discuss with their friends and increase their vocabulary.
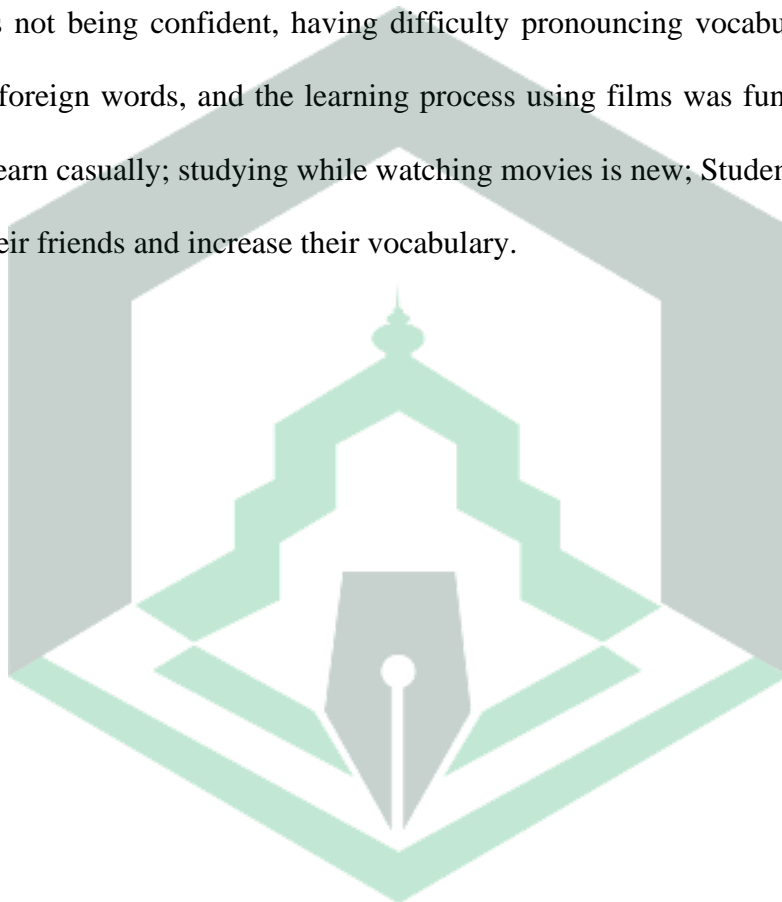
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher can make the conclusion as follows:

1. Retelling epic cartoon movies improves students' speaking skills in terms of pronunciation, vocabulary, and fluency. This is evidenced by the increase in the mean score of (62.00) pre-test and (68.86) post-test. Also, it is supported by the score significant value $0.05 < .000$ and $t_{test} = 8.350$ is higher than the t_{table} (2.028).

2. Student perception toward retelling epic cartoon movies was that it could improve pronunciation, improve wrong vocabulary, give motivation, create a pleasant learning atmosphere, and let students share thoughts about the movie with friends.

B. Suggestion

Based on the result of the research, some suggestions are addressed to teachers of English, students, and future researchers.

1. For English Teachers

To increase students' interest in learning English, especially speaking, an English teacher must be able to perfect his teaching methods and materials. Student interest and motivation can be increased through media or teaching strategies in the teaching and learning process. Researchers recommend English teachers include

retelling the movie technique as a learning strategy, especially in terms of speaking skills.

2.   For the students

Students must actively participate in the learning process, not be shy or afraid of expressing their ideas while studying, and feel comfortable talking to their teacher or friends in English. In addition, they must appreciate and pay attention when friends or teachers share opinions or give instructions.

3.   For Further Researchers

Based on the study's results, retelling the movie can improve students' speaking skills. The researcher suggests that future researchers use the retelling of the movie method in teaching speaking. In addition, the results can be a reference for further research on different topics and student conditions, such as motivation and interest in learning.
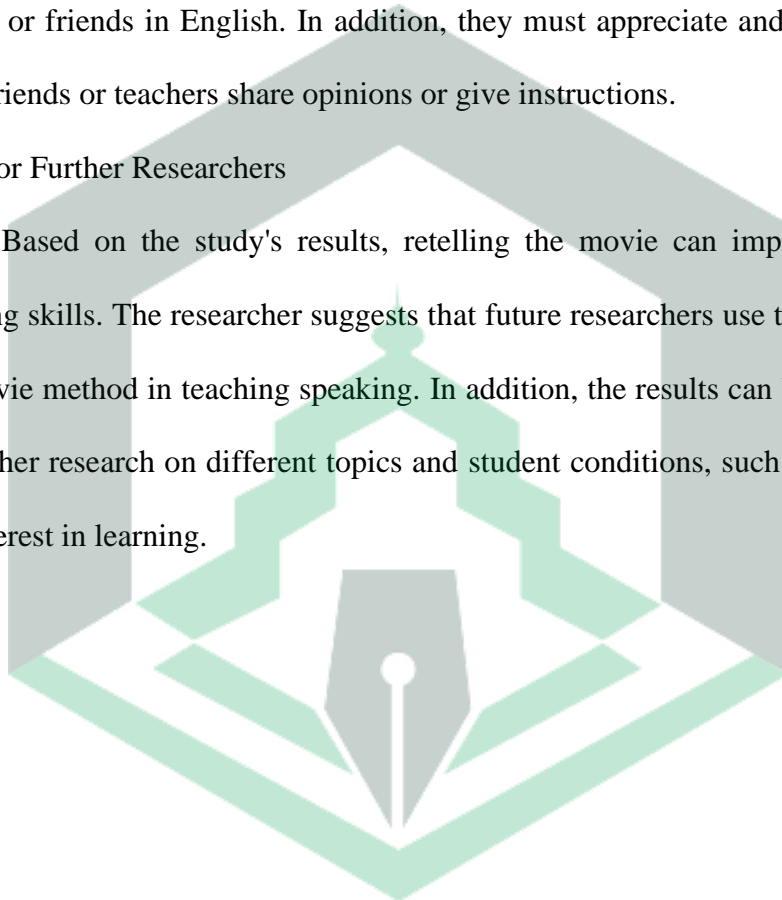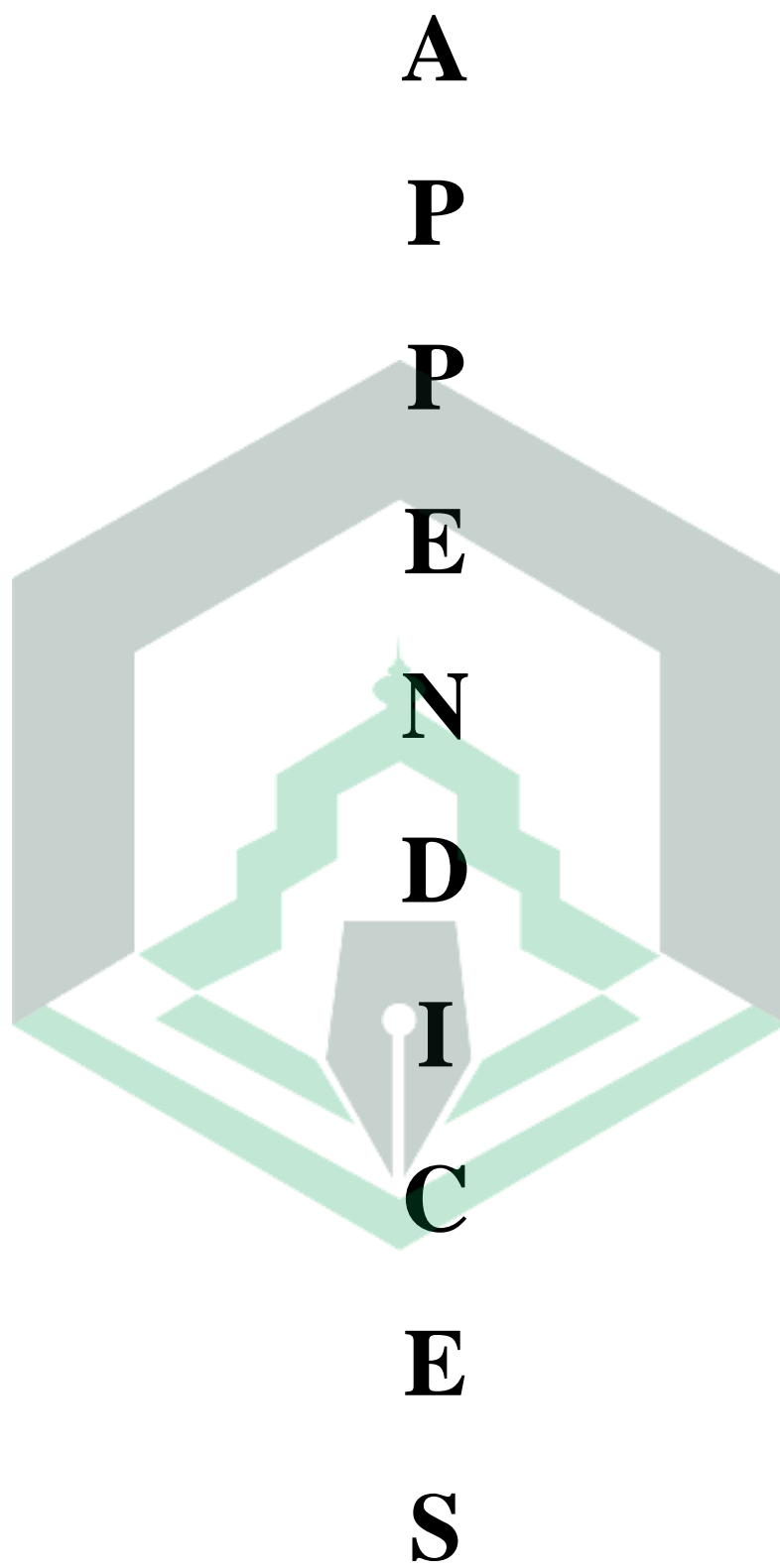
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APPENDICES

APPENDIX 1

RESEARCHER PERMITS

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 928/IP/DPMPTSP/VII/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : SILVIA UTAMI S
Jenis Kelamin : Perempuan
Alamat : Dsn. Saulu Kab. Luwu Timur
Pekerjaan : Pelajar/Mahasiswa
NIM : 1902020080

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

TEACHING SPEAKING SKILLS BY RETELLING EPIC CARTOON MOVIES AT THE TENTH GRADE OF SMA NEGERI 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO

Lamanya Penelitian : 25 Juli 2023 s.d. 25 September 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 26 Juli 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Sekretaris

WAHYUDIN, M, S.AN, MM
Pangkat : Pembina
NIP : 19761005 201001 1 003

Tembusan :
1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN
Nomor : 421.3/305-UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	**SILVA UTAMI S.**
NIM	:	1902020080
Tempat/Tgl.Lahir	:	Burau, 20 November 2000
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Dsn. Saulu Kab. Luwu Timur

Benar telah melaksanakan penelitian di SMA Negeri 2 Palopo, dalam rangka penyusunan tesis dengan judul *"Teaching Speaking Skill by Retelling Epic Cartoon Movies at The Tenth Grade Of SMA Negeri 2 Palopo"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 23 Agustus 2023
Kepala UPT,

DESRIANTAN, SH., MM.
NIP 19680823 199203 1 010

BerAKHLAK bangga melayani bangsa Sipakatau DISDIK

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawa ini:

    Nama   : Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd

    Jabatan/Pekerjaan   : Dosen

    Instansi Asal   : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *Pre-test* dan *Post-test* dengan judul *"Teaching Speking Skill By Retelling Epic Cartoon Movie at the Tenth Grade of SMA Negeri 2 Palopo"* dari mahasiswa :

    Nama   : Silvia Utami S

    Progran Studi   : Pendidikan Bahasa Inggris

    NIM   : 1902020080

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Perhatikan beberapa catatan perbaikan terkait instrumen yang digunakan

....
....
....
....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator

Tri Endar Yogi Setiadi Saputra, S.Pd., M.Pd

*coret yang tidak perlu

APPENDIX II
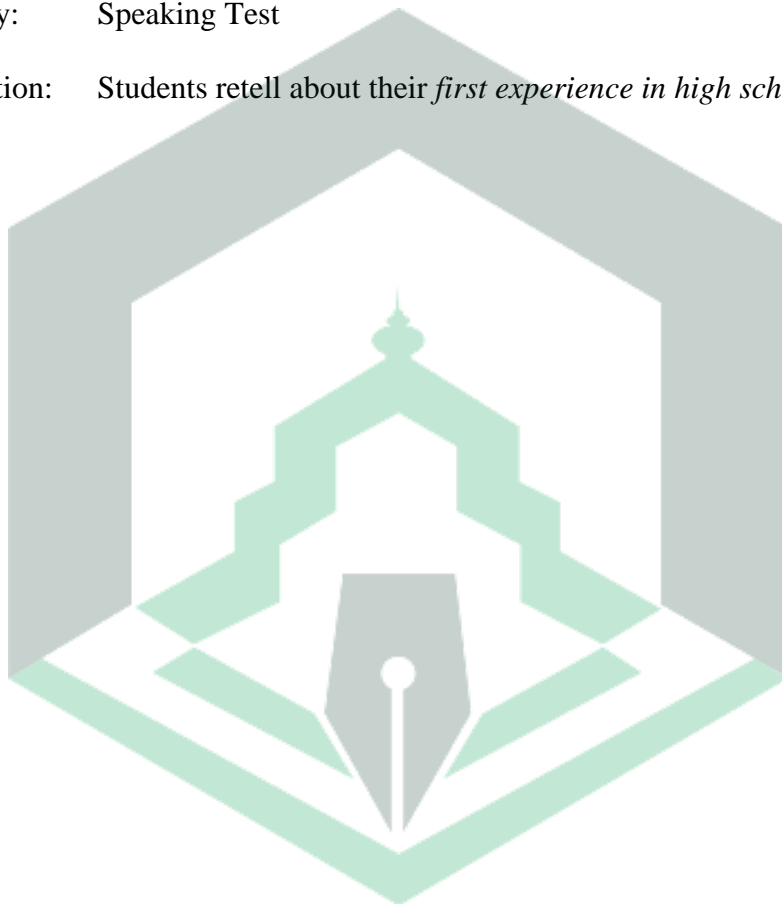
INSTRU6MENT OF PRE-TEST

Activity: Speaking Test

Instruction: Students retell about *the best holiday*!

INSTRUMENT OF POST-TEST

Activity: Speaking Test

Instruction: Students retell about their *first experience in high school*!

APPENDIX III

LESSON PLAN

CLASS/LEVEL	BASIC
TOPIC	**Retelling about the movie "Rice of the Guardians."** https://lk21.socia/rice-of-the-guardians-2012/
MEETING	**The first meeting in treatment**
OBJECTIVES	**Students should be able to retell**
VOCABULARIES	Guardian, shoved, tossed, portal, sparkle, disgrace, invisible, memories, human, alone, help, meet, believe.
MATERIALS	Marker, paper, u-dictionary, and LCD
TIME	**90 minute**
POTENTIAL PROBLEM	**Mixed ability**

Present Activities	Interaction	Time
Greetings and pray When the researcher enters the classroom, the researcher says, "Assalamualikum warahmatullahi wabarokatuh," after the student answers. The research	TS	5

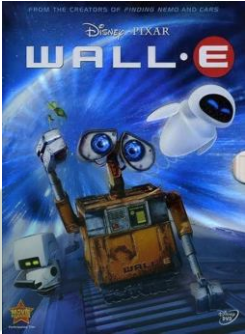|		
asks one of the students to lead a prayer before studying. After praying, The researcher asks the student's condition (how are you today?). After that, the research checks the student's presence.		
Attention grabber The research gives instructions to students. When the researcher says, "*Hay-hay, hello,*" the students answer," *Hello, hy-hy*". The research will give an example.	TS	5
Warm up _ The research plays the movie to warm up the class for 1 minute.	TS	5
Presentation The research provides a brief explanation of the title of the movie.	TT	20
Check to understand The teacher asks questions to students about the material explained by the teacher**.	TS	5

Practice Activities	Interaction	Time
The research allows students to watch the full movie. After watching, the research divides the paper and allow students to discuss the answer to the questions on the paper. After discussing, the teacher calls one by one student to retell the movie.	SS	30

Production Activities	Interaction	Time
After the students perform, the researcher will correct the students' pronunciation. In addition, the researcher asks all students to practice retelling something and how to pronounce it. After that, the researcher will close the lesson by motivating students and saying, "wassalamualaikum warahmatullahi wabarokatuh."	TS	20

LESSON PLAN

CLASS/LEVEL	BASIC
TOPIC	**Retelling about the movie "WALL-E"** https://lk21.socia/wall-e-2008/
MEETING	**Second meeting**
OBJECTIVES	**Students should be able to retell**
VOCABULARIES	Garbage, waste, cleaning up, nostalgic, earth, plan, classified, inhabit, amiable, devastate, directive, befuddled
MATERIALS	Marker, paper, u-dictionary, and LCD
TIME	**90 minute**
POTENTIAL PROBLEM	**Mixed ability**

Present Activities	Interaction	Time
Greetings and pray When the researcher enters the classroom, the researcher says, "Assalamualikum warahmatullahi wabarokatuh." after the student answers. The research asks one of the students to lead a prayer before studying.	TS	5

After praying, The researcher asks the student's condition (how are you today?). After that, the research checks the student's presence.		
Attention grabber The research gives instructions to students. When the research says " *focus,*" the students answer," *everyone focuses.*" The research will give an example.	TS	5
Warm up _ The researcher plays the movie to warm up the class for 1 minute.	TS	5
Presentation The research provides a brief explanation of the title of the movie.	TT	20
Check to understand The teacher asks questions to students about the material explained by the teacher**.**	TS	5

Practice Activities	Interaction	Time
The research allows students to watch the full movie. After watching, the research divides the paper and allow students to discuss the answer to the questions on the paper. After discussing, the teacher calls one by one student to retell the movie.	SS	30

Production Activities	Interaction	Time
After the students perform, the researcher will correct the students' pronunciation. In addition, the researcher asks all students to practice retelling something and how to pronounce it. After that, the researcher will close the lesson by motivating students and saying, "Wassalamualaikum warahmatullahi wabarokatuh."	TS	20

LESSON PLAN

CLASS/LEVEL	BASIC
TOPIC	**Retelling about the movie "The Incredible."** https://tv.lk21official.live/the-incredible-2004/
MEETING	**Third meeting**
OBJECTIVES	**Students should be able to retell**
VOCABULARIES	Yikes, dissected, the office, tack, barely, got away, encouraging, roomy, fabric, withstand, bulletproof, friction, sturdy.
MATERIALS	Marker, paper, u-dictionary, and LCD
TIME	**90 minute**
POTENTIAL PROBLEM	**Mixed ability**

Present Activities	Interaction	Time
Greetings and pray When the researcher enters the classroom, the researcher says, "Assalamualikum warahmatullahi wabarokatuh." after the student answers. The research asks one of the students to lead a prayer before studying.	TS	5

After praying, The researcher asks the student's condition (how are you today?). After that, the research checks the student's presence.		
Attention grabber The research gives instructions to students. When the researcher says, "*1 2 3 looking me,*" the students answer," *1 2 looking a you*". The research will give an example.	TS	5
Warm up _ the research divides the class into three groups The researcher plays the movie to warm up the class for 1 minute.	TS	5
Presentation The research provides a brief explanation of the title of the movie.	TT	20
Check to understand The teacher asks questions to students about the material explained by the teacher**.**	TS	5

Practice Activities	Interaction	Time
The research allows students to watch the full movie. After watching, the research divides the paper and allow students to discuss the answer to the questions on the paper. After discussing, the teacher invites each group to perform in front of the class to retell the movie for 3 minutes in a group of three people.	SS	30

Production Activities	Interaction	Time
After the students perform, the researcher will correct the students' pronunciation. In addition, the researcher asks all students to practice retelling something and how to pronounce it at home. After that, the researcher will close the lesson by motivating students and saying, "wassalamualaikum warahmatullahi wabarokatuh."	TS	20

LESSON PLAN

CLASS/LEVEL	BASIC
TOPIC	**Retelling about the movie "Up."** https://tv.lk21official.live/up-2009/
MEETING	**Fourth meeting**
OBJECTIVES	**Students should be able to retell**
VOCABULARIES	Ceremony, awfully, crafty, soil, steer, hoist, tickle, bug, twist, oblige, impose, up, adventures, chairs, badges, snipe, balloons
MATERIALS	Marker, paper, u-dictionary, and LCD
TIME	**90 minute**
POTENTIAL PROBLEM	**Mixed ability**

Present Activities	Interaction	Time
Greetings and pray When the researcher enters the classroom, the researcher says, "Assalamualikum warahmatullahi wabarokatuh." after the student answers. The research asks one of the students to lead a prayer before studying. After praying, The researcher asks the student's	TS	5

condition (how are you today?). After that, the research checks the student's presence.		
Attention grabber The research gives instructions to students. When the research says "*macaroni cheese,*" the students answer," Everybody freezes." The research will give an example.	TS	5
Warm up _ The research divides the class into consist of 3 groups The researcher plays the movie to warm up the class for 1 minute.	TS	5
Presentation The research provides a brief explanation of the title of the movie.	TT	20
Check to understand The teacher asks questions to students about the material explained by the teacher**.**	TS	5

Practice Activities	**Interaction**	**Time**
The research allows students to watch the full movie. After watching, the research divides the paper and allow students to discuss the answer to the questions on the paper. After discussing, the teacher invites each group to perform in front of the class to retell the movie for 5 minutes in a group of three people.	SS	30

Production Activities	Interaction	Time
After the students perform, the researcher will correct the students' pronunciation. In addition, the researcher asks all students to practice retelling something and how to pronounce it. After that, the researcher will close the lesson by motivating students and saying, "Wassalamualaikum warahmatullahi wabarokatuh."	TS	20

APPENDIX IV

NOTE IN WATCHING SECOND-FIVE MEETING IN TREATMENT

NAME : Lutfia Nurlatifa Allim   CLASS : X KM 1

DATE : 03 Agustus 2023   LESSON : English

Notes in watching

THE TITLE OF THE MOVIE :

rice of the Guardians

WHO IS THE CHARACTER :

- Jack Frost
- E. Aster
- Pitch Black
- North
- Jamie Bennett
- Monty
- Cupcake
- Sophie Bennett
- Jack's little sister
- Tooth fairy
- Pippa
- Caleb
- Mom Jamie
- Pitch

THE EVENTS IN THE MOVIE :

Tells a story about a Guardian Consisting of Santa Claure, Tooth fairy, Easter Bunny, and Sandman, who enlist Jack frost to join forces to stop pitch Black from the darkness that threatens the World.

MORAL VALUE OF THE MOVIE :

The moral message is to teach never to give up and despair

NAME : Nur Azizah   CLASS : X KM1

DATE : 03/08/2023   LESSON : Bahasa Inggris

Notes in watching

THE TITLE OF THE MOVIE :

Rise of the Guardians

WHO IS THE CHARACTER :

- Burgess Pedostri
- Jack Frost
- Pitch Black
- E. Aster Bunnymu
- North
- Girl Voice
- Peri Gigi

THE EVENTS IN THE MOVIE :

An evil spirit known as Pitch the bogeyman tries to rule the world by creating fear in children, in immortal guardians, known as the heroes of various children's stories, Jack Frost, the ester Bunny, the tooth fairy, the sadman. and Santa claus - must unite for the first time to protect the hopes of children around the world.

MORAL VALUE OF THE MOVIE :

Never give fear to someone, especially at a young age.

NAME : Nur Fitria   CLASS : X KM 1

DATE : Rabu, 9 - agustus, 2023   LESSON : Bhs. Inggris

Notes in watching

THE TITLE OF THE MOVIE :

- UP

WHO IS THE CHARACTER :

- carl Fredricksen
- Russell
- Ellie
- charles Munts
- Dug
- Pekerja konstruksi Steve
- Pekerja konstruksi Tom
- Alpha
- Perawat George
- Strauch
- Perawat A3
- Dousi Edith
- Newsreel Announcer
- Additional voices
- Beta
- Gamma
- Omega

THE EVENTS IN THE MOVIE :

an old man named carl Fredricksen carl has long stuggled with loneliss after the loss of his beloved wife, elife

MORAL VALUE OF THE MOVIE :

The moral message of UP is that life is an unexpected adventure. Even though we often experience disappointment and sadness. yet we can always find happiness in small things and in the company of those we love

NAME : Lutfia Nurlatifa Allim   CLASS : X KM 1

DATE : August 9, 2023   LESSON : English

Notes in watching

THE TITLE OF THE MOVIE :

Up

WHO IS THE CHARACTER :

- Carl Fredricksen
- Russell
- Ellie
- Charles Muntz
- Dug
- Alpha
- Beta
- Gama
- Omega
- strauch
- Newsreel announcer
- Additional Voices
- Construction worker steve
- nurse george
- nurse al
- Police edith

THE EVENTS IN THE MOVIE :

- August 5, 1969
  Carl becomes a huge Fan of
  Charles Mutz
- August 5, 1969
  Carl meets Ellie
- August 5, 2045
  Ellie died
- August 6, 2045
  Carl meets his childhood
  hero Charles Mutz
- August 10, 2045
  Carl takes Rossel back to his
  wilderness Explorer presentation

MORAL VALUE OF THE MOVIE :

The moral of Up is that life is an
unexpected adventure. Even though
we often experience disappointment
and sadness. Yet we can always
Find happines in small things and
In the company of those we love.

NAME : Nur Fitria   CLASS : 10 KM 1

DATE : 10-8-2023   LESSON : Bhs. Inggris

Notes in watching

THE TITLE OF THE MOVIE :

~~Wal~~ WALL-E

WHO IS THE CHARACTER :

- Eve
- Kapten B. McCrea
- Wall-e
- Burn-e
- PR-T
- Shelby Forthright
- Steward Bots
- auto
- Pool Mother

THE EVENTS IN THE MOVIE :

Humans and ⊕ nature need each other

MORAL VALUE OF THE MOVIE :

respecting nature is our duty as human beings

NAME : Lutfia Nurlatifa Allim   CLASS : X KM 1

DATE : 10 - Agustus 2023   LESSON : English

Notes in watching

THE TITLE OF THE MOVIE :

Wall - E

WHO IS THE CHARACTER :

- Eve
- Kapten B. Mc Crea
- Wall - E
- Bum - E
- PR - T
- Shelby Forthright
- Steward Bots
- Auto
- Pool Mother
- Mom
- John
- M - O
- Mary

THE EVENTS IN THE MOVIE :

WALL - E tells the adventures of a garbage collector robot named WALL - E with another robot named Eve on a Spaceship

MORAL VALUE OF THE MOVIE :

Moral messages in the animated film WALL-E, One of which is respect for nature, It is our duty as humans. Because, respecting nature is essentially respecting oneself.

NAME : Lutfia Nurlatifa Allim   CLASS : X KM 1

DATE : August 16, 2023   LESSON : English

Notes in watching

THE TITLE OF THE MOVIE :

The Incredibles

WHO IS THE CHARACTER :

Edna Mode, Elastigirl, Violet Parr, Mr. Incredibles, Jack-Jakk Parr, Syndrome, Frozone, Dash, Mirage, Gilbert Huph, Garda Pre'sidentielle, Oliver Sansweet's Lawyer, Additional Voices, Guard #1, Newsreel Narrator, Reverend, Rusty Mc Allister, The Underminer, Tony Rydinger, Rick Dicker, Kari, Bomb Voyage, Mrs. Hogenson, Bernie Kropp, Mr. Huph, Honey Best, Oliver Sansweet, Principal, Firefighters, Guard #2, M. L'oeuf.

THE EVENTS IN THE MOVIE :

○ Apotosaurus lived in North America
• Supers can be superheroes legally
○ 1946 or 1947: Robert and Helen Parr get married
○ November 18, 1955: Elartigirl retires.
• April 23rd, 157 : Stratogale is killed after her cape is et caught in a jet turbine
○ November 15 th, 1958: Thunderhead is killed after his cape is snagged on a missile fin.

MORAL VALUE OF THE MOVIE :

Several moral lessons that can be drawn from the Incredibles are the obligation of children to obey their parents, as well as the role of parents in education educa educating children and not seeing them in front of their children.

NAME : Nur Fitria   CLASS : X KM 1

DATE : _____   LESSON : Bhs. Inggris

Notes in watching

THE TITLE OF THE MOVIE :

The Incredibles

WHO IS THE CHARACTER :

- Edna Mode
- Elastigirl
- Violet Parr
- Mr. Incredible
- Jack - Jack Parr
- Syndrome
- Frozone
- Dash
- Mirage
- Gilbert Huph
- The Underminer
- Tony Rydinger
- Gorde Presidentielle
- Bomb Voyage

- Rick Dicker
- Oliver Sansweet's Lawyer
- Mrs. Hogenson
- Kari
- Bernie Kropp
- Honey best
- Mr. Huph
- Oliver Sansweet
- Principal
- Additional voices
- Firefighters
- Guard #1
- Newsreel Narrator

- Guard #2
- M. L'Oeuf
- Reverend
- Rusti Mc Allist

THE EVENTS IN THE MOVIE :

The Parr Family are heroes.
However, they are Forced to live
as ordinary citizens because of
an incident.

MORAL VALUE OF THE MOVIE :

The Incredibles is all about who
has the Power. 9 times out of 10
the antagonist holds all the cards.
If you have the desire and power
to create change in the world, you
should always go for it and Follow
your heart. Just so long as your
heart is Fueled with Positive Intentions
to help make the world a better
Place

APPENDIX V
STUDENTS INTERVIEW

LEMBAR WAWANCARA SISWA

Nama : REONALDHY ABDILLAH ATMADUTA

Kelas : X KM 1

Hari/tanggal : 23 · 08 - 2033

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	Iya, keterampilan berbicara, diharapkan dapat membantu peserta didik berkomunikasi dengan baik
2	Bagaimana pendapat Anda tentang retelling the movie?	bagus dan seru selain menonton kita juga bisa belajar
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	Sangat mampu selain itu sangat seru karena film yg disajikan juga menyenangkan
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	belum terbiasa dengan pembelajaran speaking
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	merasa senang, karena kita belajar dengan santai

LEMBAR WAWANCARA SISWA

Nama : Nur Azizah

Kelas : X KM 1

Hari/tanggal : 23 Agustus 2023

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	iya, karena saya dapat mengikutinya dan mengenal kosa kata baru dalam bahasa inggris
2	Bagaimana pendapat Anda tentang retelling the movie?	Bagus, karena mampu melatih sejauh mana saya mampu mengingat
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	iya, karena kita dapat belajar sambil mendapatkan hiburan
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	iya, banyak kosa kata baru yang belum diketahui
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	senang dan lelah santai selama belajar

LEMBAR WAWANCARA SISWA

Nama : Adelina Alma Joy

Kelas : X KM 01

Hari/tanggal : 23 - 08 - 2023

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	Yes
2	Bagaimana pendapat Anda tentang retelling the movie?	Yes, because it's cool and also fun
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	Ya, karena dapat memotivasi ulang dan memberi
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	Kesulitan saya yaitu pada kosa kata yang belum terlalu lancar saya ucapkan...
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	So happy because bisa memperbaiki ulang kosa kata yang salah

LEMBAR WAWANCARA SISWA

Nama : Maydin Aryanti

Kelas : 10 KM 1

Hari/tanggal : 23 - 08 - 2023

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	Ya
2	Bagaimana pendapat Anda tentang retelling the movie?	Cukup menyenangkan, karena filmnya seru!!
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	Ya, karena saya bosan dgn pembelajaran yang kaku dan hanya memberikan materi yang tidak menarik
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	Kesulitan yang saya alami yaitu menerjemahkan
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	cukup seru dengan menonton film.

LEMBAR WAWANCARA SISWA

Nama : SAKINAH PERTIWI

Kelas : X · KM 1

Hari/tanggal : 23 - 08 - 208

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	menurut saya ya, karena bisa menga sah prounonen saya !
2	Bagaimana pendapat Anda tentang retelling the movie?	film nya sangat seru dan menyenangkan
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	ya karena dapat meningkatkan kemampuan kita dalam speaking
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	kesulitan dalam membaca dengan meng gunakan bahasa inggris
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	merasa senang, karena kita belajar dengan cara menyenangkan bersama

miss. seperti belajar membaca bahasa inggris dengan baik dan benar.

LEMBAR WAWANCARA SISWA

Nama : Lulu Fitria

Kelas : 10 KM 1

Hari/tanggal : 23 Agus 2023

No	Pertanyaan	Jawaban
1	Apakah Retelling the Movie dapat meningkatkan kemampuan Speaking Anda ?	I think Yes, because it can sharpen my pronunciation
2	Bagaimana pendapat Anda tentang retelling the movie?	The film is very exciting and fun
3	Apakah retelling movie mampu menciptakan suasana belajar yang menyenangkan?	Yes because it can improve our ability in speaking
4	Kesulitan apa yang Anda hadapi selama proses pembelajaran speaking?	difficulty reading in English
5	Apa yang anda rasakan selama proses pembelajaran berlangsung ?	feel happy because we learn in a fun way with miss such as learning to read English

properly and correctly

APPENDIX VI

DOCUMENTATION

PRE-TEST

Figure 1:Tthe researcher gave pre-test to the students

Figure 2: Students present the pre-test material and the researcher corrected the students' pronunciation

TREATMENT

Figure 3: The students watching a movie

Figure 4: The researcher explained about notes in watching

POST-TEST

Figure 4: Students present the post-test material

INTERVIEW

Figure 6: Students answer questions on the interview sheet

BIOGRAPHY

Silvia Utami S was born in Burau on November 20th, 2000. She is the first of three children from the couple, Mr. Sulaiman and Mrs. Kasmiati. She has one sister named Agni Utari and one brother named Muhammad Abil Yusuf. Furthermore, for the author's education, in 2010, the writer graduated from SDN 104 Jalajja, continued her education at SMPN 3 Burau, and graduated in 2016. The author continued her education at SMAN 7 Luwu Timur in the same year and graduated in 2019. In 2019, the author continued her education with an undergraduate degree at the English Language Department of IAIN Palopo. The thesis is" Teaching Speaking Skills By Retelling Epic Cartoon Movie at the Tenth Grade of SMAN 2 Palopo."

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