**Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A’yun Palu**

Yun Pratiwi

Ana Kuliahana

English Tadris Study Program, Faculty of Tarbiyah And Teacher Training

State Institute for Islamic Studies Palu

Email: [Yunpratiwi89@gmail.com](mailto:Yunpratiwi89@gmail.com)

**Abstract**

The aim of this research was to improve the speaking learning process of eight grade students ofSMP Islam Terpadu (IT) QurrotaA’yunPaluin the academic year of 2019/2020 through animation movie. This study was an class action research study. It was conducted in two cycles, from the 4th of March to the 12th of March 2020. Each cycle consisted of two meetings. The steps of the research were planning, action, observation, and reflection. The subjects of this research were 30 students of VIII D class, the English teacher, and the researcher.

The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were obtained through post-test, the field notes and interview transcripts were analyzed qualitatively through four steps namely data collection, data reduction, data display, and conclusions.

The results of this research showed that the implementation of animation movie in the speaking learning process was effective to make the students become enthusiastic in the Englishspeaking activities. The use of animation movie that was combined with speaking performances and group works made significant progress in the speaking learning process. The students were interested towards the materials, could understand the materials easily, and spoke more confidently. In reference to the number, the students who was completely the score of speaking skill was improved from 70% to 80% and the number of the students who has a high confidence in speaking was improved from 78% to 82,66%. The students’ interest level toward speaking was improved through the use of animation movies because they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process.

**Key Words:** Speaking, Learning process, Animation movie.

1. **Background**

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening and writing. Based on those skills, speaking is one of the most important skill in language learning. By speaking people can convey information and ideas and maintain social relationship by communicating with others.

In social life people ​​really need language as media to communicate with other people. It means that language is very important thing people have to learn. One of the important languages ​​learned besides Indonesian is English because English is an international language. It has various functions in different countries, if in indonesia English as a foreign language but in some countries such as Australia, Malaysia, Singapore, English is the the main language or the second language. As stated in verse 22 of surah Ar-Ruum that language is important to deliver a massage:

وَمِنۡاٰيٰتِهٖخَلۡقُالسَّمٰوٰتِوَالۡاَرۡضِوَاخۡتِلَافُاَلۡسِنَتِكُمۡوَاَلۡوَانِكُمۡ‌ؕاِنَّفِىۡذٰلِكَلَاٰيٰتٍلِّلۡعٰلِمِيۡ

The meaning:

“And of His sign is the creation of the heaven and the earth and the diversity your languages and your colours indeed in that are signs for those of knowledge”.

Many language learnersregard speaking ability as the measure of knowing a language. Therefore that main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in term of their accomplishments in spoken communication. In addition a large precentage of the world’s language learners study English in order to communicate fluently. It is started by British Council’s report that more than two billion people use English to communicate.Some people often think that the ability to speak a language is a product of language learning.[[1]](#footnote-2)They assume that speaking is a crucial part of l anguage learning procces. Speaking is one of language skills that should be mastered by the students. However, there are still difficulties that student in Indonesia face in their speaking ability.

The students’ speaking ability of SMP Islam Terpadu (IT) Qurrota a’yun Palu is still low. Based on the observation the English teacher’s explained that the students feel difficult in expressing their English because of their unconfidence. The researcher applied Animation Movie as a medium. Animation movie is one of a kind media for teaching speaking in which the students’ speaking activities to improve students’ speaking ability.

According to KTSP (School based Curriculum) of English for SMP, speaking must be taught to the students because it is one of language skill besides reading,listening,and writing. Moreover students are expected to be able to communicate in English well.[[2]](#footnote-3)Language is a medium to communication and as a form of social contact in expressing ideas or feelings by each individual so that in developing of a kindergarten age by taking into account factors which affects the child’s personality.

The researcher takes the animation movie as amedium to improve the speaking skill of the students in junior high school, because according to the Finnichiaro mentions some types of media in general. There areaudio, visual, audiovisual, and it is helps teachers to teach the learners in the media which showing the audio and video.[[3]](#footnote-4)In addition according to meanwhile,Willingham’s research found that audiovisual media helps students achieve the concept of material learning.

Johnson states that young peoplelike cartoon (Animation movie), therefore it is very reasonable if they are used in educatioanl context because they might also create an interest in learning. Healso states that it is also known that visuals including cartoon or animation movies are employed to aid someone to see and immediate meaning in the language and to enhance language point. Third, animation movie gives a visual text.[[4]](#footnote-5)

1. **Related Literatures**
2. **Speaking Skill**
3. **Definition**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.It is form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking.

Burns and Joyce state Speaking requires that learners not only know how to produce spesific points of language such as grammar,pronunciation,or vocabulary (*Linguistic Competence),* but also that they understand when, why and in what ways to produce language (*Sociolinguistic Competence).*Finally, speech has its own skills, structures, and conventions different from written language.[[5]](#footnote-6)

1. **Elements of Speaking Skill**

In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning by gatethere are some elements of speaking skill:[[6]](#footnote-7)

1. Accuracy Recognizably, accuracy is one of the most important criteria to measure one’s linguistic ability and to shelter language users from communication break downs. According to Richards accuracy concerns “the ability to produce grammatically correct sentence”.[[7]](#footnote-8) In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thorn bury the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.[[8]](#footnote-9)(ibid)
2. Grammar, Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.
3. Vocabulary Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.
4. Pronunciation Students speak and most people understand. Even broader than that, Limdefined accuracy as “the ability to use correct forms in whichutterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language.”[[9]](#footnote-10)
5. Fluency, Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying.
6. **Definition of Movie**

Barsan and Monahan define movie as a story that capture in set of celluloid strip/films, whichare shown on ascreen with a certain speed to give an impression of moving.[[10]](#footnote-11)

Films and TV shows are an integral part of students’ lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

In era of the modern of technology growing too fastly, it makes movie industry also affected in themaking to movie. Movie have been a big part for human life. Barsan and Monahan also stated that the movie is “ The most popular art form”. Boggs and Petrie acknowledge this fact by stating that “ As a form of expression, the motion picture is similiar to other artistic media, for the basic properties of other media are wofen into its own rich fabric. Film employes the compositional elements of the visual art : Line, form, mass, volume, and texture.[[11]](#footnote-12)

Though movie media may be an effective way that appeals to various learning style, gives students authentic models of spoken language. In addition, movie media such asmovie with subtitle may be effective in holding students’ interest. Canning-Wilsondiscovered in a large-scale survey that student tended to prefer entertainment movies to documentaries in the classroom. Finally, like drama and novel, film expands or compresses time and space , traveling back and forth freely within their wide borders.[[12]](#footnote-13)

1. **Definition of Animation**

Animation or animated films are made from drawing or illustration which are pothographed and projected in rapid succession. Animations are often mistaken in genre while in fact, animation is a filmmaking technique. Animation movies are usually intended to attract younger audience eventhough quite animated movies use more complex and mature themses . Well known examples of animation are produced by Walt Disney studio and Pixar such as *Home, Frozen, Moana,UP, and Zootopia*.

Advantages of animation learners who watch animation very often are effective in their communication and educational institutions should assist the learners in developing their language skills. The main advantages of animation are as follows:

* + - 1. Animations are very good attention capturing devices and motivate the learners.
      2. They can reveal the truth or reality about the people, events and incidents in an interesting way.
      3. They are useful in modifying behaviour and developing positive attitude, interests and character of learners.
      4. They are capable of creating humour and interest among the viewers and explaining various concepts.
      5. They are helpful for providing opportunity for self-expression and creativity among learners.
      6. Animations encourage the learners to listen to their own speech and read their own writing.
      7. Animations expose the learners to a wide variety of language and it increases creative thinking.

It is the reason why the researcher take animation movies to improve the speaking ability to the eight grade student art SMP IT Qurrota A’yun PaluThe researcher now that children have different and unique ways to develop their mindset with various dimension such as: listening, feeling, reading, seeing, writing, and sepaking. The researcher take Animation Movies as a media in teaching learning process because animation movies are very suitable for children and very popular, if they already like the lesson media then they will accept the lesson easily.

**Methodology**

In this chapter, the researcher focuses on research design, research subject, place and time of implementation teaching procedures , procedure of CAR (Classroom Action Research) and technique of data analysis.

The researcher conducted CAR (Classroom Action Research) in which involved directly in the process of teaching and learning starting from the begining to the end of the study. Since it was an action research, it certainly consisted of planning, acting, observing, and reflecting.

Susanto says that classroom action research is a research about implementation of teaching and learning in the classroom.[[13]](#footnote-14)Kemmis and Mc Taggart stated:

“Action research start will small cycles of planning, acting, observing, and reflectingwhich can help to define issues, ideas, and assumptions more clearly so that those involved an define more powerful question from themselves as their work progresses”.[[14]](#footnote-15)

The research design of this study is collaborative Classroom Action Research (CAR) because the researcher involves as a collaborator who helps the teacher job in this study. As classroom action research, this study follows a cyclical process adapted from the model proposed by Kemmis and Mc Taggart.[[15]](#footnote-16)(Ibid)It consists of four major steps above (in first paraghraph line 3-4) , the four main steps are preceded by reconnaissance (preliminary study), analysis and identification of problems, planning, implementing, observing and reflecting.

Flowchart is presented in the scheme below:

Planning

**Cycle 1**

Observing

Planning

**Cycle 2**

Observing

Implementing

Reflecting

Implementing

Reflecting

Etc.

Scheme of Kemmis’ Flowchart research design

Classroom action research is carried out to have actual data. Therefore, Allwright and Bailey [[16]](#footnote-17). Propose the following steps :

1.Identify an issue,interest or problem

2. Seek knowledge

3. Plan an action

4. Implement the action

5. Observe the action

6. Reflect on your observation, and

7. Revise the plan.

From the sequence, it can be ilustrated that the next cycle is begun if the problem cannot be solved in the first cycle. Howefer, the cycle should be with revisions incorporated in a new action, which is itself observed.

Classroom Action Research (CAR) design is used in this study. This study intended to improve the speaking ability of the students using animation movies as the teaching media. This Classroom Action Research (CAR) comprises planning, implementation, observation, and reflection

**Criteria of Success**

**a**. This research is successful if students are able to understand and solve questions related to the animation movies being played with practice.

**b**. Data on the results of teacher activities in managing learning and student activities when following learning using the guided discovery method obtained through observation sheets are analyzed and expressed in the form of a percentage calculated using the formula:

Precentage average value (NR) = X 100%

With the criteria for success:[[17]](#footnote-18)

|  |  |
| --- | --- |
| Succes level | Information |
| 90%NR 100% | Very good |
| 75% NR 90% | Good |
| 55% NR 75% | Enough |
| 35% NR 55% | Poor |
| NR 35% | Very poor |

Teacher activities in managing and student activities in following learning to be successful, if the average grade is minimal in either category.

Students to be complete if the ability possessed after learning that is measured using the final test reaches a value greater than or equal to 70. Indicators of success in classroom action research are if the percentage of Classical Learning Completeness (CBC) reaches more than or equal to 75%.

Precentage CBC = X 100%

This is adjusted to the criteria used in SMP Islam Terpadu(IT) Qurrota A'yun Palu by the minimum passing grade (KKM).

1. **Findings**

This study was began on march 4th and ended on march 12th 2020. It was aimed to improve the speaking skills at the students of SMP Islam Terpadu (IT) Qurrota A’yun Palu through watching animation movie. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of movie and the complementary actions were successfully accomplished and the objective of the research had been achieved. The research findings would be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data are from the observation of teaching and learning process, interview with the English teacher as a collaborator, and also the students. While, the quantitative data are derived from the speaking scores of post-test at the end of each cycle. Regarding to the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.`

In cycle 1 Animated movie that are played make students more motivated in learning and stimulate them in speaking English viewed from when they are discussing and re-telling the contain of animation movie. They provided fun learning activities and gave more opportunities to the students to practice speaking. They were motivated as they learnt English in fun ways so that they were as the learning was joyful, the students were motivated and enjoyed the teaching ang learning process.

This way, the students were not shy and silent anymore. Most students became more confident and active. However, most students were still not confident to express their ideas. When they were asked to perform in front of the class, nobody was willing to do it. Some students still read aloud. The students’ pronunciation also got better. They gradually pronounced the English words correctly and unstressfully, though some of them still mispronounced some words. Though they had practiced their grammar knowledge about simple past tense in the activities, and then when the students present infront of the class the researcher giving appreciation and praise for what they have performed. The action was effective in helping the students to improve their fluency and also pronunciation during Cycle 1.

However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem in constructing simple past tense as they were still confused with the past verbs. In cycle 1 most of the students brought their dictionaries in the classroom. However, some of them were not aware of the benefits of using dictionary. They did not bring dictionary with them and preferred to always directly asking the researcher to consulting dictionary so that it made the class became crowded. As the researcher allowed them to use dictionary installed in their smarthphones to help them in learning procces.

In Cycle 2, the implementation of animation movie in the teaching and learning process of speaking was successful and they also motivated the students to speak up as they re-tell the contain of animation movie. Their aspects of speaking were also improved, especially in their understanding about simple past tense. The researcher could gave the feedback to the students. The action of giving feedback to the students in cycle 2 could improve the students’ works covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English.

Most students became aware of the importance using a dictionary to consult difficult words. Some students used dictionary while the rest used electronic dictionary. This action was successful since there were more students brought dictionary, at least there were a dictionary in each desk. In this cycle, few students relied on the teacher help related to vocabulary. The class also became more condusive than before. In Cycle 2, the action of giving rewards was effective to boost their motivation and to improve their involvement in the classroom. They became active not only in participating the class activities in groups and in pairs, but also in individual activities.

Based on the post-test in cycle 1 with 70% learning completeness this shows that the implementation of cycle 1 action has not achieved an indicator of success in accordance with the criteria ofClassical Learning Completeness (CBC) which is 75%, there are still some students who are not confident to express their ideas. Therefore, the implementation of cycle 2 actions needs to be further improved by paying attention to the results of reflection in cycle 1.

Based on the results of reflection in cycle 1, researcher did several things to improve the deficiencies conducted by researcher in learning. So that the implementation of the second cycle can be further increased.In the implementation of the second cycle it appears that the researcher has tried to correct the deficiencies that occur in the first cycle, among others by trying to give more appreciation and motivation, so that in learning process the students are more active, cooperative in the group and also more confident in re-telling the contents of the animation movie.

This is based on the results of observations and analysis results of the final test of cycle 2 is 80% more than the Classical Learning Completeness (CBC) 75%. Although it did not achieve perfect results, but the implementation of the cycle 2 action has increased than the cycle 1, action of the cycle 2 has reached the target of the criteria set by SMP Islam Terpadu (IT) Qurrota A’yun Palu.

Based on the description that has been stated, it can be concluded that the research was successful with two cycles by using animation movie as a learning medium.

1. **Conclusion and suggestion**

**Conclusion**

This research was conducted at the grade VIII of SMP Islam Terpadu (IT) Qurrota A’yun Palu. It was carried out in4th to 12th march 2020. The objective of this research study was to improve the students’ speaking skill through the use of animation movie. Based on the results and discussions in the previous chapter, it can be concluded that the implementation of animation moviein the teaching and learning process of speaking is believed to be effective to improve the students’ speaking skills. The results of this research revealed the improvements contributed by the implementation of the animation moviein the teaching and learning process of speaking in grade VIII of SMP Islam Terpadu (IT) Qurrota A’yun Palu.

First, animation movie was believed to be effective to improve the students’ motivation, and making the student having funduring the teaching learning process. They were able to engage the students’ attentions and interests during the teaching and learning process of speaking. Besides, the animation movie could provide the students imaginative and ideas in their minds.

Second, the improvement could also be seen in the teaching and learning process. The absent of media was solved through the implementation of animation movie. In addition, the animation movie could provide various fun learning activities so they decreased the students’ boredom during their learning. The students became more confident to speak and active in the classroom activities.

Third, since the students were motivated and the speaking class ran well, the students’ speaking skills, such as fluency, pronunciation,accuracy and vocabulary were also improved. The use of animation movie in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas into comprehensible monologues (re-tell the story). The implementation of animation movie and the other supporting activities were belived to be effective to facilitate the students to improve their speaking skills.

**Suggestions**

1. To the English Teacher

This research study is important for the English teacher to improve the teaching and learning process, not only in Reading, Writing, and Listening but also Speaking. It can be done by applying appropriate media so that the students will be motivated and interested in the teaching and learning process of speaking. If the students are motivated and interested in the teaching and learning process of speaking, the students can experience speaking practices joyfully. One of the media is movie. The researcher choose the movie because it is considered effective to be implemented in theaching and learning process of speaking. They valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of speaking practices which are fun and able to improve the students’ speaking abilities not only in the aspect of the students’ pronunciation, but also their fluency, accuracy, and also vocabulary mastery, and a focus of interest for students.

2. To the other Researchers

This research study is aimed at improving the students’ speaking skills. However, there were still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study can be used as one of references for the other researchers who conduct the similar studies related to the development of the students’ speaking skills.

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