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IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ACHIEVEMENT THROUGH CARTOON STORY MAKER AT JUNIOR HIGH SCHOOL

THESIS

By :

SOFIA HABIBAH

NIM : 180210401039

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF EDUCATION

JEMBER UNIVERSITY

2023

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DEDICATION

This thesis is honorably dedicated to :

1. My parents, Rina Roisah Suryanti, S.H. and Yusep Saifullah
2. My cute cat, Sir Albert Brian Pupi the Third
3. My future husband, my king, the love of my life
4. My future children, my angels, my eternal babies
5. My beloved lecturers
6. My bestfriends

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MOTTO

An eye for an eye, a tooth for a tooth.

(Hammurabi's Code)

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title. Additionally, this thesis has not been submitted previously, in a whole or in parts, to qualify for any other academic award. Ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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Jember, July 25th 2023

Sofia Habibah

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CONSULTANT APPROVAL

IMPROVING THE EIGHTH-GRADE STUDENTS' SPEAKING ACHIEVEMENT THROUGH CARTOON STORY MAKER AT JUNIOR HIGH SCHOOL

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7. The principal of SMPN 1 Kalisat and the English teacher who was involved in this research.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be very appreciated.

Jember, 25th of July 2023

The Writer

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SUMMARY

Improving the Eighth-grade Students' Speaking Achievement through Cartoon Story Maker at Junior High School; Sofia Habibah; 180210401039; 2023; 89 pages; English Education Study Program, Language and Arts Education Department, Faculty of Education, Jember University.

This Classroom Action Research focused on using Cartoon Story Maker (CSM) to improve the eighth-grade students' speaking skill and participation. This research was conducted from March 29th to April 17th 2023 at SMPN 1 Kalisat. Based on the preliminary study, it was found that VIIIA students had problems in speaking. The school standard score requirement in SMPN 1 Kalisat is 70. There were only 51% of the students who achieved the school standard score requirement. Based on the interview, the teacher said that the VIIIA had several problems related to their speaking abilities. The students struggled with pronunciation for many words. They made many grammatical mistakes and had problems in diction. The students had problems with fluency and in understanding spoken English. They also lack in participation during the teaching and learning process.

To overcome the problems, Cartoon Story Maker (CSM) was chosen because it could encourage the students to speak more during the teaching and learning process. Cartoon Story Maker is a computer application that can be used by both teachers and students to illustrate conversations and dialogues in a 2D form (Rohmatika, 2018). Maharsi (2016) states that Cartoon Story Maker is believed to improve students in terms of affective domain, autonomy, and awareness. Therefore, it can be said that Cartoon Story Maker is a suitable learning media for the teacher to use in the classroom.

This research was carried out in one cycle that consisted of three meetings; two meetings for the actions, one meeting for administering a speaking test. The cycle covered four series of activity, planning, implementing, observing, and reflecting. In this research, observations and a speaking test were used to get the

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main data. The classroom Action Research was done collaboratively with the English teacher. The role of the researcher and the English teacher here was to guide and assess the students on their speaking test.

Based on the results of the speaking test, there were 23 out of 31 students or 82% of the students who achieved the passing grade score of 70 and 8 students achieved scores below 70. Meanwhile, the success criteria of this research was at least 75% of the students could achieve the target score of 70. From the results, it could be stated that Cartoon Story Maker (CSM) improved the students' speaking skill. The students' active participation and their speaking scores in cycle 1 had achieved the criteria of success and the objectives of this research. Therefore, the action was stopped in the first cycle.

Reflecting on the findings of this study, Cartoon Story Maker (CSM) could improve the students' speaking skill at SMPN 1 Kalisat. It could be seen from the improvements of the students' speaking test result in the first cycle. It happened because the students' participation during the teaching and learning process increased since the cartoon illustration encouraged them to speak English more by sharing their ideas dealing with the material that it drilled their speaking skill.

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CHAPTER I
INTRODUCTION

This chapter presents the research background, the research question, the research objective, and the research contribution.

1.1 The Research Background

Speaking skill is essential in any language learning. It allows learners to transmit information orally and to make the listeners understand their message. Being able to communicate in a clear manner in English is commonly an English learner's goal. To achieve this goal, it is essential for learners to experience communicative situations that allow them to conduct communication successfully. In creating such situations, it is crucial for teachers to carefully select teaching materials. Among those materials, Cartoon Story Maker presents opportunities to create meaningful activities and to promote communicative language use in the classroom (Sofyana, 2015).

Cartoon Story Maker (CSM) is an application that can be used to illustrate conversations in a two-dimensional form. It means that the illustrations can be seen through a computer screen that possesses both the dimensions of length and width. Each frame of the story can have images, text bubbles, and voice recordings. This allows teachers to create meaningful stories that help students link their learning experience in the classroom with their lives. Thus, encouraging students' interests, excitement, and confidence during the teaching and learning process can be done by using CSM.

During the teaching and learning process, enhancing students' engagement has always been a challenge. In order to make students actively participate in a teaching-learning process, a teacher must be able to make the students feel interested in what they are learning and help them recall their knowledge of vocabulary and grammar of the target language. Thus, having uninteresting

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learning materials in the classroom will only make it difficult for students to feel confident and to present their thoughts in English.

Dealing with this problem, English teachers are challenged to be as creative as possible. In order to increase students' engagement, some English teachers use communicative tasks as their class activities. These kinds of tasks allow teachers to put students in certain situations in which they will not only be exposed to expressions used in real life, but they also have to produce appropriate expressions within the context given. Additionally, such tasks allow students to get accustomed to thinking quickly on the spot without being able to hesitate. These may help students polish their speaking skills.

Unfortunately, such teaching and learning situations are rarely found at SMPN 1 Kalisat. According to the preliminary study by observing and interviewing one of the English teachers there, the English classes are usually filled by the teacher using a textbook as the main teaching material (see appendix B). The teacher recites dialogues from the textbook and explains their meanings. The activity mainly focuses the students to answer the questions regarding the dialogues. Besides, the students are seldom asked to demonstrate their speaking ability as a part of the class activity. Thus, the students may face problems in developing their speaking skill (Widiati and Cahyono, 2006).

Focusing only on answering questions and remembering word meanings based on a textbook cannot help the students get accustomed to speaking using the target language. Besides, the students may get bored because of the repeated teaching materials. They need to experience another material that allows them to deepen their speaking competence. In this case, Cartoon Story Maker will be used to help students practice speaking and improve their engagement in a speaking class.

Cartoon Story Maker was chosen because the computer application could facilitate students with teacher-made illustrated stories that help students get motivated to share their ideas orally. Maharsi (2016) states that this application is believed to improve students in terms of affective domain, autonomy, and

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awareness. By using Cartoon Story Maker, the researcher believed that the students can improve their participation and speaking skills.

A number of previous researches have shown the benefits gained by students after incorporating cartoons in their learning activities. Despite the applications of CSM also contributed to learners in terms of improving speaking achievements, increasing motivation and participation (Sofyana, 2015; Jelita, Mukhaiyar, & Anwar, 2019; Rizal, Furqan, & Shabir, 2021), no academic researches have focused on addressing CSM's effects on student's speaking skill at SMPN 1 Kalisat. This current research focuses on filling the research gap by addressing CSM's effects on the eighth-grade students' participation during the teaching and learning process of teaching speaking in that school and their speaking achievement scores.

Based on the ideas above, the researcher is interested in conducting a classroom action research entitled "Improving the Eighth-grade Students' Speaking Achievement through Cartoon Story Maker at Junior High School."

1.2 The Research Questions

1. How can the use of Cartoon Story Maker improve the eighth-grade students' participation in joining a speaking class?
2. How can the use of Cartoon Story Maker improve the eighth-grade students' speaking achievement by implementing Cartoon Story Maker at junior high school?

1.3 The Research Objectives

1. To describe the improvement of the eighth-grade students' participation in joining a speaking class.
2. To describe the improvement of the eighth-grade students' speaking achievement by implementing Cartoon Story Maker at junior high school.

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1.4 The Research Contribution

1.4.1 Empirical Contributions

1. For English teachers, this research is expected to help teachers improve students' speaking achievement and their participation in the classroom.
2. For researchers, the result of this research is expected to show the possible effects of using Cartoon Story Maker in improving students' speaking achievement and their participation in the classroom.

1.4.2 Practical Contributions

1. For English teachers, this research contributes to improving students' speaking achievement test and their increasing participation during the teaching and learning process.
2. For researchers, the results of this research can be used as a reference for carrying out further research regarding Cartoon Story Maker.

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CHAPTER II
LITERATURE REVIEW

This chapter covers some aspects related to the definitions of speaking skill, speaking achievement, the elements of speaking, speaking difficulties in foreign language learning, the definition of Cartoon Story Maker, features of Cartoon Story Maker, the use of Cartoon Story Maker in the classroom, the procedures of teaching speaking using Cartoon Story Maker, the advantages and disadvantages of using Cartoon Story Maker, and the previous research findings.

2.1 Speaking Skill

2.1.1 The Definitions of Speaking Skill

Speaking is one of the four skills that any language learner must master. Speaking may also be referred to as speech, oral language, or verbal language: it is the medium through which one expresses thoughts. feelings, and emotions; conveys information; reacts to other persons and situations; influences other human beings and communicates intentions with others (Fulcher, 2003; Rivers, 1981). In conclusion, having well-developed speaking skills is crucial for language learners as it helps them express themselves properly in social life.

2.1.2 Speaking Achievement

According to Richards (2006), the mastery of speaking achievement in English is a priority for EFL learners. Hughes (2003) states that achievement relates to the test done to know how successful the students have been in achieving the study objectives. In this case, speaking achievement refers to how active the students participate in a speaking course and how effective the course is based on how they feel and improve their spoken proficiency.

In this research, the researcher used an oral test to know the speaking achievement of the Eighth-grade students of SMPN 1 Kalisat. Underhill (1991) states that an oral test is a repeatable procedure where a student speaks, and it is

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assessed on the basis of what he says. Therefore, the speaking achievement in this study referred to the students' scores on the speaking test covering the aspects of : 1) pronunciation, 2) grammar, 3) vocabulary, 4) fluency, and 5) comprehension.

2.1.3 The Components of Speaking

According to Harris (1974), there are five components of speaking: pronunciation, fluency, grammar, vocabulary, and comprehension. Those components will be described below:

1. Pronunciation

Pronunciation deals with how the sounds of speech, including articulation, stress, and intonation in a particular language are produced. In speaking, it plays a vital role in order to make the process of communication easy to understand. Harmer (2007) states that the students need to pronounce words, phrases, and sentences correctly and to use suitable stresses and intonation patterns in English fluently. By articulating the correct sound when they speak, others can quickly understand what they are trying to say.

2. Grammar

Ur (1994) states that grammar is a set of rules that arranges the unit of meaning constructed in a language. Having the ability to manipulate sentence structures and distinguish the appropriate grammatical form is a necessity for students to run conversations smoothly.

3. Vocabulary

Hatch and Brown (1995) states that vocabulary is a set or a list of words that a language speaker might use. It is the appropriate diction which is used in communication. Without having a sufficient vocabulary, English learners cannot communicate effectively or convey their ideas both in oral and written form.

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4. Fluency

Brown and Yule (1983) defines fluency as a skill to speak a language easily and smoothly. Signs of fluency include speakers' ability to talk effectively without too many pauses and hesitation. Being fluent enables speakers to not spend a lot of time searching for the language items needed to convey their message.

5. Comprehension

Oral language comprehension is the ability to speak and listen with understanding. Comprehending an utterance requires an ability to decipher the meaning implied in the organization of words. Bishop (1997) defines oral language comprehension as a process during which information is received and then transformed into different types of representations until the meaning is obtained from one's existing general knowledge.

The indicators of the five components of speaking is as follows:

Table 2.1 The Indicators of the Components of Speaking

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by a native speaker, even errors in grammar are frequently spoken.	1-4
	II	Average to poor: Speaker can handle elementary constructions quite accurately, but is not confident to control the grammar.	5-8
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with	9-12

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		sufficient structural accuracy.	
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	13-16
	V	Excellent: Equivalent to that of an educated native speaker.	17-20
Vocabulary	I	Poor to very poor: Speaker has an inadequate speaking vocabulary to express anything but the most elementary needs.	1-4
	II	Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	5-8
	III	Good to average: Speaking vocabulary is broad enough that the speaker rarely has to grope for a word.	9-12
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	13-16
	V	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	17-20
Comprehension	I	Poor to very poor: Speaker can understand	1-4

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		simple sentences	
	II	Average to poor: Speaker can get the gist of most presentations of easy topics (topics that require no specialized knowledge).	5-8
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speaking.	9-12
	IV	Very good to good: Speaker can understand any presentation within the range of the speaker's experience.	13-16
	V	Excellent : Equivalent to that of an educated native speaker.	17-20
Fluency	I	Poor to very poor: Presentation is halting, very slow, and fragmentary that performing is probably impossible.	1-4
	II	Average to poor: The speaker is frequently hesitant: some sentences may be left incomplete.	5-8
	III	Good to average: The speaker is occasionally hesitant. Speaker rarely has to grope for words.	9-12
	IV	Very good to good: Speaking is smooth and effortless, but perceptively non-native in speed and evenness.	13-16

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	V	Excellent: Speaking is smooth and effortless as a native speaker	17-20
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but the speaker can be understood by a native speaker.	1-4
	II	Average to poor: The accent of the speaker is intelligible though often quite faulty.	5-8
	III	Good to average: Errors never appear with understanding. The accent may be obviously foreign.	9-12
	IV	Very good to good: Errors in pronunciation are quite rare.	13-16
	V	Excellent: Native pronunciation, with no trace of foreign accent.	17-20

2.1.4 Speaking Difficulties in Foreign Language Learning

When language learners want to learn a foreign language, they will encounter all kinds of learning problems. Ramelan (2003 : 4) states that these problems include the new sound system, the new vocabulary item, and the learning of unfamiliar ways of arranging foreign words into sentences. These problems will affect students' speaking achievement. Thus, Widiati and Cahyono (2006) suggested the teachers to have an important role to foster students' achievement to speak English well. In this case, the teachers should encourage them to use English more often and facilitate them with communicative environments that encourage and require learners to speak with and listen to other learners. To create such environment, teachers may incorporate cartoons in their

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classrooms. Teaching with cartoons can be used to attract attention, to help students concentrate and to motivate them (Duran, Aktay, & Kuru, 2009). Students' participation also increase, and they understand the subjects taught in lessons better (Ors, 2005). In addition, students think that the learning experience becomes more enjoyable, stimulating, and memorable, and believe that cartoons facilitate their speaking skills and make the inputs become more comprehensible (Gamage, 2019).

2.2 Instructional Media

Media in the classroom is defined as anything used to deliver messages from the sender to the receiver, so it can stimulate the mind, feelings, and interests to gear students' learning (Sadiman, 2002). The use of media in the classroom facilitates learning and makes the materials become more comprehensible and attractive to the students.

2.3 Cartoon Story Maker

2.3.1 The Definition of Cartoon Story Maker

Cartoon Story Maker is an application that provides its users with features that allow them to quickly illustrate stories. This application can be used by both teachers and students to illustrate conversations and dialogues in a 2D form (Rohmatika, 2018). It could facilitate students with teacher-made illustrated stories that help students get motivated to share their ideas orally. Completed stories can be viewed frame by frame. Each frame of the story can have images, text bubbles, and voice recordings in it. The number of story frames that can be created is unlimited. Maharsi (2016) states that this application is believed to improve students in terms of affective domain, autonomy, and awareness.

2.3.2 Features of Cartoon Story Maker

The features of Cartoon Story Maker are as follows :

a. Character and background libraries

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b. Browse feature to import pictures from the gallery
c. Picture tools to edit the pictures
d. Text bubbles
e. Titles and information boxes
f. Text tools to edit the texts appearance
g. Import voice recordings
h. Built-in recorder to add our own voice recordings
i. Unlimited number of frames
j. Copy and paste features to copy and paste frames
k. Print feature to convert the frames into pdf

2.3.3 Cartoon Story Maker in the Classroom

There are several ways of using Cartoon Story Maker (CSM) in the classroom, such as :

1) The students compose dialogues based on the illustrations before demonstrating their work orally.The teacher creates half-completed stories which students can then complete orally.
2) The teacher provides illustrated dialogues that the students must recite.
3) The teacher provides questions and students must generate appropriate answers based on the illustration orally.

2.3.4 The Procedures of Teaching Speaking Using CSM

The procedures of teaching speaking using Cartoon Story Maker (CSM) are as follows :

1) The teacher starts the lesson with greetings.
2) The students observe some scenes depicted in CSM dealing with "asking and telling about past events" presented by the teacher.
3) The students answer some leading questions given by the teacher based on the scene depicted in CSM dealing with "asking and telling about past events".
4) The teacher explains the learning goal.

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5) The students observe the examples of a dialogue with the expressions of "asking and telling about past events" depicted in CSM presented by the teacher.
6) The teacher explains today's materials.
7) The students observe further examples of a dialogue with the expressions of "asking and telling about past events" depicted in CSM presented by the teacher.
8) The students explain the expressions used in the dialogue and discuss the situation.
9) The students observe and complete the missing lines of half-completed dialogues using CSM as an exercise for them to practice conversation.
10) The students compose one-minute dialogues in pairs dealing with "asking and telling about past events" based on the scenes depicted in CSM.
11) The students perform their dialogues in front of the class.
12) The students are guided by the teacher to do reflection.
13) The students are informed by the teacher about the assessment for the next meeting.
14) Leave-taking

2.3.5 The Advantages of Cartoon Story Maker

There are several advantages of using Using Cartoon Story Maker (CSM) during the teaching and learning process, such as :

a. Cartoon Story Maker (CSM) allows learners to apply, practice and explore their knowledge.
b. Cartoon Story Maker (CSM) allows students to demonstrate oral proficiency.
c. Cartoon Story Maker (CSM) allows teachers to examine students' levels of knowledge.
d. Cartoon Story Maker (CSM) facilitates students with illustrations making the input become more comprehensible.

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e. Cartoon Story Maker (CSM) facilitates students with illustrations that help and encourage students to express their ideas.

2.3.6 The Disadvantages of Cartoon Story Maker

There are several disadvantages of using Using Cartoon Story Maker (CSM) during the teaching and learning process, such as :

1. The stories can only be saved as an HTML page.
2. The preview feature can no longer be used. Teachers nor students can no longer view the saved stories using browsers.
3. Teachers and students can only view and open their stories by directly opening the Cartoon Story Maker (CSM) application.

2.4 The Previous Research Findings

A number of researches have shown the benefits gained by students after incorporating cartoons in their learning activities. Fatmala (2017) proved in her research that Cartoon Story Maker improved senior high school students' vocabulary mastery. The research results showed that CSM contributed to learners in terms of improving their understanding by helping them grasp the meaning of words easily through depicted scenes, making the class become more enjoyable, improving their English test scores, and helping them become autonomous learners.

In a 2014 research, Tampi (2014) proved that CSM increased junior high school students' reading comprehension on narrative text, improved students' learning activities and the quality of teacher's activities. Those improvements were students' attention toward the reading activity, learning enthusiasm, cooperation, and participation.

In 2016, Mulyati (2016) in her research proved that CSM improved college students' narrative writing skills and built positive response among students. The research results showed that the improvements occurred in all aspects of writing; content, organization, grammar, vocabulary, and mechanic.

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The results also showed that CSM boosted not only students' confidence, creativity, and interpersonal skills, but also their electronic literacy that lead them to become autonomous learners.

Sofyana (2015) also emphasized the benefits of incorporating cartoons to improve senior high school students' speaking skill as the students had better speaking score, improved learning motivation and increased participation. Her research entitled "Task Based Language Teaching in Improving Students' Speaking Skill Through Cartoon Story Maker" showed that students were enthusiastic, actively participated in the learning process, were motivated to learn English and were less hesitant to speak in front of the class.

Trisnadewi, Brahma, and Monny (2020) in their research proved that the implementation of Cartoon Story Maker (CSM) greatly affected college students' writing in a positive way. The research was conducted to examine the effects of using Cartoon Story Maker (CSM) on college students' writing skills. The research results showed that students' creativity and ability to use new technology that supports their learning process improved, the teaching and learning process became more interesting, and their learning motivation increased.

In 2019, Aulianisa (2019) in her research reassured the benefits of using Cartoon Story Maker (CSM) in a senior high school classroom. The research proved that Cartoon Story Maker (CSM) successfully created a fun and enjoyable learning experience for students, improved the class atmosphere, and improved students' creativity, motivation, and writing comprehension. The research also showed that the application is suitable for teaching English in a big-sized classroom.

Jelita, Mukhaiyar, and Anwar (2019) in their research proved that during the implementation of Cartoon Story Maker (CSM) in the teaching and learning process, students spoke English more which resulted in making them had higher scores on their speaking test.

In 2021, Rizal, Furqon, and Shabir (2021) in their research proved that the implementation of Cartoon Story Maker (CSM) had a positive response among

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junior high school students and helped them be more confident to speak, more interested in the teaching material, and quicker to understand the material.

All of those previous researches have shown the benefits gained by students after incorporating cartoons in their learning activities. The differences between the previous researches and this research were as follows: 1) The students' level. In the previous researches, the levels of the students were senior high schools, junior high school and college. However, in this research, the students' level was the eighth grade of junior high school. 2) The previous researchers focused on addressing CSM's effects on students' writing skills, speaking skills and vocabulary mastery. To extend the findings of previous researches, the current research used CAR design to know whether Cartoon Story Maker could improve eighth-grade students' speaking competence at SMPN 1 Kalisat.

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CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research method used in this research. It covers the research design, the research context, the research participants, the procedure of the research, the data collection method, and the data analysis method.

3.1 The Research Design

This research was intended to improve the students' speaking achievement and their participation at junior high school. To achieve the research objectives, the appropriate design that was used in this research was Classroom Action Research (CAR). Burns (2010:2) states that Classroom Action Research is a part of a broad movement that has been occurring in the education field for some time. The research design is closely related to the ideas of having reflective practices and seeing the teacher as a researcher. Classroom Action Research involves having a self-reflective, critical, and systematic approach to examine our own teaching contexts. Not only does the teacher become the investigator of his or her own teaching context, but the teacher also becomes one of the participants in it. According to Kemmis and McTaggart (1988), Classroom Action Research is self-reflective and it is used by people in social or educational settings in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are implemented. These definitions suggest that classroom action research features investigating problems within a certain situation and bringing improvements in its practice.

The classroom action research design in this research was adopted from Kemmis and McTaggart's model. The model of the classroom action research design consists of two cycles, and each cycle includes a series of activity; planning, implementing, observing, and reflecting. The design of classroom action research is as follows :

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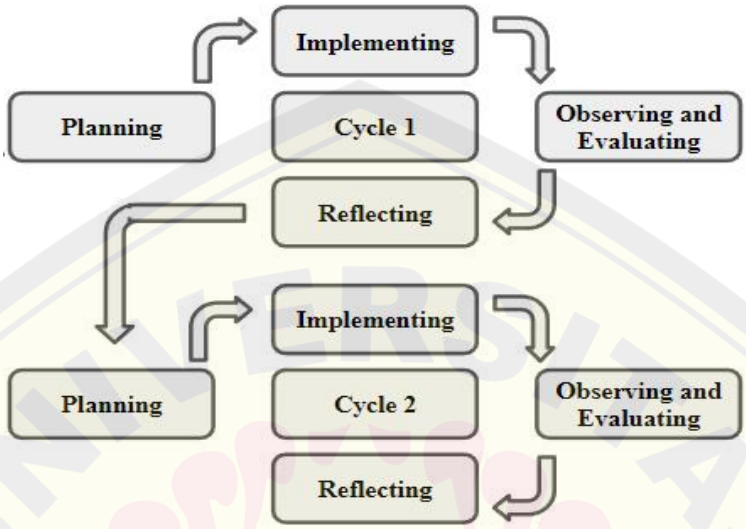
Figure 3.1 : Design of Classroom Action Research



(Adopted from: Kemmis & McTaggart, 1988)

3.2 The Research Procedures

The research procedure for this classroom action research were the planning of the action, the implementation of the action, observation and evaluation, and reflection on the action.

3.2.1 The Planning of the Action

In this research, the planning of the action consisted of interviewing the English teacher regarding the students' problems in speaking in order to determine the suitable participants for this research, collecting data on the students' previous speaking score, doing observations on the students' speaking abilities in the classroom, constructing a lesson plan based on the 2013 curriculum, constructing the scoring rubric of speaking, and constructing the observation checklist.

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3.2.2 The Implementation of the Action

The implementation of the action referred to teaching speaking by using Cartoon Story Maker as the teaching media. The action was implemented by the researcher following the lesson plan constructed by the researcher collaborated with the English teacher. During the teaching and learning process, the researcher taught speaking in the class while the English teacher observed the activity by using an observation checklist.

3.2.3 Classroom Observation and Evaluation

During the teaching and learning process, the students' participation were observed by using an observation checklist. Meanwhile, a speaking test was used to evaluate the students' achievements.

3.2.4 Reflection on the Action

The researcher collected all the data and examined the weaknesses and the improvements during the teaching and learning process. This activity aimed to find out whether or not the criteria of the research success could be achieved after the action was implemented. If the result showed that the intervention did not contribute to any improvements, the second cycle must be conducted after revising the lesson plan.

3.3 The Research Context

The research was conducted at SMPN 1 Kalisat in the academic year of 2022/2023. The school was chosen purposively by considering the following reasons; (1) The researcher graduated from that school. Thus, the researcher was already familiar with how the teaching and learning process run within that school. Furthermore, it would make it easier for the researcher to get the principal's permission to conduct the research in that school. (2) Cartoon Story Maker as a teaching media had not been used in that school. (3) There was no research on this media that had been conducted in that school.

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3.4 The Research Participant

The participants of this current research were the eighth-grade A students from SMPN 1 Kalisat, Kalisat, Jember, East Java, Indonesia in the academic year of 2022 to 2023. The researcher chose the class because they had several problems related to their speaking abilities and their participation in an English class. The problems were: (1) The students struggled with pronunciation for many words. (2) The students made many grammatical mistakes. (3) The students had problems in diction. (4) The students had problems with fluency. (5) The students had problems in understanding spoken English. (6) The students' lack of participation during the teaching and learning process. (7) Less than 75% of the students achieved the target score on their previous speaking test (see appendix G).

3.5 Data Collection Methods

The data of this research were the students' speaking achievement and their active participation. The data about the students' speaking achievement were collected on the assessment day by both the English teacher and the researcher by using a speaking test. Meanwhile, the data about their active participation were collected on each meeting by the English teacher by using an observation checklist. Each instrument will be explained in detail in the following parts.

3.5.1 Speaking Test

According to Arikunto (2006:150), a test is a set of questions or exercises or another instrument used to measure the skill, knowledge, intelligence, and attitude of an individual or a group. In this study, a speaking test is used to measure the students' speaking achievements (see appendix E). The topic for the test was "A Trip to a Public Place". It was chosen based on the basic competencies 3.12 and 4.15 which were written in the 2013 curriculum. The topic was chosen for the students' flexibility in asking and telling about past events. While doing the test, the students were scored by two scorers to reduce the subjectivity of scoring the speaking performance. On the day of the speaking test, the students worked in pairs to compose a conversation on the topic given and

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then carried it out in front of the class. Each pair was given one minute to demonstrate their speaking skill in front of the class by having a conversation with each other. While two of the students were performing, the rest of the students were required to pay attention to the performance. Concerning the score of the students' speaking achievement, the researcher used a scoring rubric from Brown (2004:172-173) covering grammar, vocabulary, pronunciation, fluency, and comprehension (see appendix C5).

3.5.2 Observation

According to Abu & Cholid (2010:70), observation is a tool to collect data by observing and noting down systematically the phenomenon that is inquired. During the research observation, an observation checklist was used as an instrument for collecting data. The checklist contained the students' involvement in paying attention during the teaching and learning process of teaching speaking by using CSM, answering questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM, practicing dialogues with the expressions of "asking and telling about past events" in pairs based on scenes depicted in CSM, composing dialogues with the expressions of "asking and telling about past events" in pairs based on scenes depicted in CSM, and performing tasks dealing with "asking and telling about past events" in pairs based on scenes depicted in CSM (see appendix C and D). The students were considered active participants if they fulfill at least three out of the five indicators. The data about their active participation were collected on each meeting by the English teacher by using an observation checklist while the researcher was implementing Cartoon Story Maker in the teaching and learning process.

3.6 Data Analysis Method

The data collected regarding the students' participation and their achievement were analyzed by using statistics with the following formula :

a. The Students' Participation

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The method used to analyze the students' participation was as follows:

$$E = \frac{n}{N} \times 100$$

Note :

E= The percentage of the students who are active during the teaching and learning process

n= The number of students who are active participants

N= The total number of participants

(Ali, 1993:189)

b. The Students' Speaking Achievement

The method used to analyze the students' speaking achievement was as follows:

$$E = \frac{n}{N} \times 100$$

Note :

E= The percentage of the students who achieve the target score of 70

n= The number of students who achieve the target score of 70

N= The total number of students who has done the speaking test

(Ali, 1993:189)

c. Mean Score

The method used to analyze the mean score was as follows:

$$\bar{x} = \frac{\sum x}{n}$$

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Note :

$\bar{x}$ = The mean score

$\sum x$ = The sum of all values

n = The size

Success criteria of the research were as follows.

1. If at least 75% of the students actively participated during the teaching and learning process, at least 75% of the students got a score $\geq$ 70 in the speaking test, and the mean score was at least 70, the second cycle would not be done.
2. If less than 75% of the students actively participated during the teaching and learning process, less than 75% of the students got a score $\geq$ 70 in the speaking test, and the mean score was less than 70, the research would be continued to the second cycle.

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CHAPTER IV
RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the classroom action research in one cycle and also the discussion of the research results. The description of the cycle consisted of the implementation of the action, the result of the observation, the result of the speaking achievement test, the result of the reflection, and discussion.

4.1 The Results of the Action

The results of the action include the implementation of the action, the result of the observation, the result of students' speaking achievement test, and the reflection of the action.

4.1.1 The Implementation of the Action in Cycle 1

The implementation of the action in cycle 1 was conducted in two meetings by using Cartoon Story Maker in the teaching and learning process of speaking skill. Meeting 1 was done on the 5th of April 2023 and meeting 2 was done on the 8th of April 2023. The time allocation was 2 x 30 minutes for each meeting. The teaching and learning process of speaking skills were based on the lesson plans that had been constructed before. In the actions, the researcher taught how to ask and tell past experiences orally by using Cartoon Story Maker and the third meeting was for administering the speaking test which was done on the 17th of April 2023. The lesson plans for each meeting are enclosed (see appendix C and D).

In the first meeting, the actions consisted of teaching the material using Cartoon Story Maker and observing the students' participation during the teaching and learning process. There were 31 students in VIII A of SMPN 1 Kalisat. During the first meeting, none of the students were absent.

During the teaching and learning process, the researcher used the steps based on the lesson plans. First, the researcher greeted the students and checked the students' attendance list. The researcher explained the material dealing with

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asking and telling about past events using Cartoon Story Maker. The researcher gave some leading questions related to the material and the theme to stimulate students' interests. The function of the leading questions was to score their participation in the classroom. The questions given can bee seen on appendix L.

During the main activities, the researcher explained the material dealing with asking and telling about past events using Cartoon Story Maker. The materials consisted of the definition of a recount text, the generic structures, the language features, and the examples. The researcher also gave the students some questions related to the materials. The questions given can bee seen on appendix L

The researcher started to teach speaking based on the material using Cartoon Story Maker. Then, the researcher asked the students to observe and complete the missing lines of half-completed dialogues and work in pairs with their seatmates to compose a one-minute dialogue dealing with asking and telling about past events. The researcher gave 20 minutes to discuss. Next, the researcher asked the students to perform their dialogues in front of the class. In this meeting, only some students performed in front of the class. It was because of the limited time of the first meeting.

The second meeting was conducted on the 8th of April 2023 and 24 students were present. The researcher explained the same material with a different theme than the previous meeting. Meanwhile, the English teacher observed the students' participation during the teaching and learning process. The researcher also observed the students and guided the speaking class. She gave some questions to make sure the students clearly understood the material. The questions given can bee seen on appendix L

The questions were scored by the English teacher in order to know students' participation based on the indicators of students' active participation checklist. The observation in meeting 1 and meeting 2 was done by the English teacher since he knew all the students' names.

The observation and the evaluation were conducted in every meeting of the teaching and learning process. The observation was focused on the students' activities in learning speaking by using Cartoon Story Maker in the classroom.

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Meanwhile, the evaluation consisted of process and product evaluation. The process evaluation was done by observing students' participation while the product evaluation was done by administering a speaking test. The analysis and reflection of the actions were done to evaluate the result of the students' active participation in the two meetings and their speaking achievement test.

4.1.2 The Result of the Observation in Cycle 1

The observation was conducted during the teaching and learning process by Cartoon Story Maker on the 5th of April and the 8th of April 2023. The students were scored by the English teacher because he knew all the students' names. The score of the students' participation was scored by using an observation checklist containing five indicators as follows :

1. The student pays attention during the teaching and learning process during the teaching and learning process of teaching speaking by using CSM.
2. The student answers the teacher's questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM.
3. The student practices the dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
4. The student composes dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
5. The student performs the task dealing with "asking and telling about past events" in pairs based on the scenes depicted in CSM

Concerning the observation, the students gave a positive response to the use of Cartoon Story Maker in the teaching learning process. They were more enthusiastic about participating in class activities. It was shown by the results of indicators 1,2,3, and 4. In the first meeting, the researcher explained the material of asking and telling about past events. Then, the researcher asked the students to work in pairs with their seatmates to compose a one-minute dialogue for twenty minutes. After that, the students performed the dialogues in front of the class. It was shown by the result of indicator 5. In the second meeting, the researcher

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reminded the students of what they have learned on their last meeting while teaching them with a different theme. After that, the students performed their work based on a specific theme after 20 minutes of composing. There were only a few students who could perform their work due to time limitation.

Dealing with the indicators, the students were categorized as active if they did at least three indicators of the observation checklist. The students were categorized as passive if they did less than three indicators of the observation checklist. The results of the observation in the first and second meetings are shown in appendix F. Based on the results of the observation, there were five indicators to be filled. In meeting 1, there were 31 students who attended the class. Indicator 1 was checked when the students paid attention to the teacher and indicator 2 was checked when they answered the teacher's questions. In meeting 1, all students paid attention to the teacher and actively answered the teacher's questions. Indicator 3 was checked when the students practiced on some dialogues orally. Twenty one students did the task while the rest of the students were quiet. Indicator 4 was checked when the students composed a one-minute dialogue with their pairs. Fourteen students did the task while the rest of them were busy with themselves. Indicator 5 was checked when the students performed their dialogues in front of the class. Due to time limitations, only fourteen students performed their work while the rest of them could only pay attention to their friends' performances.

In meeting 2, there were 24 students who attended the class. Indicator 1 and 2 was all checked since all students paid attention and actively answered the teacher's questions. As for indicator 3, nineteen students did their task. As for indicator 4, twelve students composed their dialogues. As for indicator 5, due to time limitations, only ten students could perform their work.

The students' participation in the teaching and learning process by using Cartoon Story Maker in cycle 1 was analyzed by using the following formula:

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$$E = \frac{n}{N} \times 100$$

Note :

E= The percentage of the students who are active during the teaching and learning process

n= The number of students who are active participants

N= The total number of participants

(Ali, 1993:189)

Table 4.1 The Results of the Students' Active Participation in Cycle 1

Meeting	Percentage	
	Active	Passive
1	77 %	23 %
2	83 %	17 %
Total	160 %	40 %
Average	80 %	20 %

Based on the table above, the percentage of students' active participation in meeting 1 and meeting 2 were analyzed as follows.

Meeting 1:

Active	Passive
$E = \frac{n}{N} \times 100$	$E = \frac{n}{N} \times 100$
$E = \frac{24}{31} \times 100$	$E = \frac{7}{31} \times 100$
= 77 %	= 23 %

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Meeting 2:

Active	Passive
$E = \frac{n}{N} \times 100$ $E = \frac{20}{24} \times 100$ $= 83\ \%$	$E = \frac{n}{N} \times 100$ $E = \frac{4}{24} \times 100$ $= 17\ \%$

The result from the formula above showed that in meeting 1, there were 24 out of 31 students (77 %) who were categorized as active students and 7 out of 31 students (23%) were categorized as passive students in the teaching and learning process of speaking skills by using Cartoon Story Maker. In meeting 2, there were 20 out of 24 students (83 %) who were categorized as active students and 4 out of 24 students (17%) were categorized as passive students. It means that the use of Cartoon Story Maker in the teaching and learning process of speaking improved the students' participation.

In conclusion, the result indicated that the percentage of the students who actively participated during the teaching and learning process improved from 77% in the first meeting to 83% in the second meeting. It happened because the students had already learned the material using Cartoon Story Maker in the previous meeting. The actions were done well and the students' participation during the teaching and learning process in cycle 1 achieved the criteria of success of the research.

4.1.3 The Result of the Speaking Test in Cycle 1

The speaking test was administered in the third meeting on the 17th of April 2023 after the actions were done. The speaking test was conducted in order to measure the students' speaking achievement after they had learned speaking by using Cartoon Story Maker. It was conducted in an offline classroom started from 08:00 AM to 09:00 AM. The researcher provided the students with a theme before

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she asked them to compose a one-minute dialogue with their pairs. The instructions given to the students when the researcher gave the post test were:

1. Please find a partner to work with as a pair
2. You will have 20 minute to compose a one-minute dialogue in pairs dealing with the topic "A Trip to a Public Place" before performing your work in front of the class.
3. Is there any question?

The researcher gave the time allocation for the students to compose the dialogue in 20 minutes. There were some aspects of speaking to be scored for the students' performance. The aspects were grammar, vocabulary, comprehension, fluency, and pronunciation. In order to reduce the subjectivity, the test used inter-rater scoring method that was done by the English teacher and the researcher.

The number of students who achieved the target score from the English teacher's previous data was 51% percent since 15 students of VIII A did not achieve the minimum score of 70 (see appendix G). Compared to the result of the students' speaking test in cycle 1 (see appendix H), there was an improvement on the students' speaking skills. The results of the speaking test showed that there was an improvement on the students' speaking achievement. It was proven from the results of the students' scores on the five speaking aspects (grammar, vocabulary, comprehension, fluency, and pronunciation). The students had an improvement in how they compose sentences. They used the correct grammar and diction while saying it with the correct pronunciation. They also had an improvement in comprehending what another person was saying.

The collected data regarding the students' speaking achievement test was analyzed using the following formula :

$$E = \frac{n}{N} \times 100$$

Note :

E= The percentage of the students who achieve the target score of 70

n= The number of students who achieve the target score of 70

N= The total number of students who has done the speaking test

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The percentage of the students who got achieved the target score based on the formula above :

$$E = \frac{23}{28} \times 100 = 82\ \%$$

From the calculation, it can be concluded that there were 23 students (82%) who achieved the target score of 70 and 5 students (18%) who did not. Therefore, this result fulfilled the target on the criteria of success of at least 75% of the students got a score ≥ 70 in the speaking test. Compared to the students' pre test score as shown in appendix G, there was an improvement on students' speaking achievement.

4.1.4 The Results of Reflection in Cycle 1

Based on the actions in cycle 1, the results in this research showed that the use of Cartoon Story Maker improved the students' participation and their speaking achievement in several aspects of speaking (grammar, vocabulary, comprehension, fluency, and pronunciation). It was proven from the results of the observation that there were 24 out of 31 students (77 %) who were categorized as active students and 7 out of 31 students (23%) were categorized as passive students in the teaching and learning process of speaking skills by using Cartoon Story Maker. In meeting 2, there were 20 out of 24 students (83 %) who were categorized as active students and 4 out of 24 students (17%) were categorized as passive students (see appendix F). Based on the result of the observation, Cartoon Story Maker could improve students' active participation in the classroom. In meeting 3, the speaking achievement test results in cycle 1 showed that the students fulfilled the target (see appendix H).

Based on the discussion between the collaborator and the researcher, we agreed that more than 75 % of the students became more active during the teaching and learning process. The illustrations made the students pay attention more to the front of the class and encouraged them to answer questions from the teacher confidently, and they even took it as a competition to get the most scores

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from answering the questions orally. This improvement in participation resulted in getting the students accustomed to saying words using the correct pronunciation. In addition to that, the illustration helped them to memorize the suitable grammar forms and the appropriate diction dealing with the topic better. This improvement also resulted in making the students got higher scores on their speaking test (see appendix H).

During the first and second meeting, the time allocation was cut from 2x40 minutes to 2x30 minutes due to the study being conducted on a fasting month. This made the students' practice period during the teaching and learning process become shorter and only a couple of students could perform their work in front of the class. Some students were asking for more time to compose and perform their work.

In conclusion, though having some limitations due to the limited time allocation and having to join a speaking class during a fasting period, more than 75% of the students successfully managed to be active in the teaching and learning process and achieved the target score.

4.2 Discussion

This research aimed to improve eighth grade students participation in the teaching and learning process to improve the students' speaking achievement by using Cartoon Story Maker. The use of Cartoon Story Maker in the teaching and learning process of speaking showed that there was an improvement on students' participation and students' speaking achievement.

The result of this action research was relevant with the theory from Duran, Aktay, & Kuru (2009) that incorporating cartoons during the teaching and learning process attracts students' attention, helps them concentrate and motivates them. Students' participation increase, and they understand the materials better (Ors, 2005). In addition, they think that the learning experience becomes more fun and the materials become more comprehensible (Gamage, 2019).

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Considering the result of classroom observation, it can be concluded that the use of Cartoon Story Maker could improve students' active participation during the teaching and learning process of teaching speaking. The students actively participated and enjoyed the teaching and learning process because they were shown illustrated dialogues that made the material become more comprehensible and interesting. The students were involved in the process actively by answering the teacher's questions dealing with the material. Dealing with the result of the speaking achievement test, the result showed that Cartoon Story Maker could improve the students' speaking achievement. The students could comprehend what their pairs were saying, and had good grammar and vocabulary though still having a few mistakes. From the explanation, it can be said that Cartoon Story Maker could become a suitable media that promote communicative language use in the classroom. It is in line with Sofyana's research in 2015 which showed that most students gave positive response towards the use of Cartoon Story Maker in the speaking class and had an improvement in their speaking achievement. It is also in line with Jelita, Mukaiyar, and Anwar's research in 2019 which showed that students spoke English more during the teaching and learning process which resulted in having higher scores on their speaking test. In addition, the result of this current research is also in line with Rizal, Furqon, and Shabir's research in 2021 which showed that students were more confident to speak, more interested in the teaching material, and quicker to understand the material.

Related to the previous research findings, this research filled the gap by using Cartoon Story Maker using Classroom Action Research as its design and implementing the media on junior high school students. Though there were still several limitations to this study:

1. This research only measured students' speaking skill. For further research, the researcher suggested to integrate all four skills.
2. This research ended without having a third scorer to assess the students' speaking performances. For further research, the researcher suggested to invite a third scorer before the research period ends.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion. Each point is presented respectively in the following section.

5.1 Conclusion

According to the research result and discussion, the following conclusion can be drawn:

a. The use of Cartoon Story Maker in teaching speaking could improve the VIII A students' participation. It was because the students were more enthusiastic in taking parts during the teaching and learning process. They became more active in practicing their speaking skill and in answering the teacher's questions. It was proven by the result of the observation that the the percentage of the students' participation improved from 77 % in meeting 1 to 83% in meeting 2.
b. The use of Cartoon Story Maker in teaching speaking could improve the VIII A students' speaking achievement. It was because the students' participation during the teaching and learning process increased after they were being taught using Cartoon story Maker. The students were encouraged to speak English by sharing their ideas dealing with the material that it drilled their grammar, vocabulary, and comprehension. It was proven by the result of the students who got scores ≥ 70 on the speaking test. The percentage of the students' speaking achievement score improved from 51% in the pre cycle to 82% in the post test of speaking.

5.2 Suggestion

Based on the result of this research, the use of Cartoon Story Maker in teaching and learning process could improve the students' participation and the students' speaking achievement. There were some suggestions for the English teacher and the future researchers, stated as follows:

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5.2.1 The English Teachers

It is suggested to the English teacher to consider the use of Cartoon Story Maker as a media to teach speaking in the classroom. The English teacher can use this media to create other materials while having different types of classroom activities. It is intended to give various actions for students to practice their speaking skill during the teaching and learning process.

5.2.2 The Future Researchers

It is suggested to the future researchers to conduct a relevant research dealing with the implementation of Cartoon Story Maker in English Language Learning. The result of this study could be a reference for future researchers who want to conduct a Classroom Action Research or other research design by using Cartoon Story Maker. The researcher recommends future researchers to apply Cartoon Story Maker in a different level of students or using a different research design.

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APPENDIX A

RESEARCH MATRIX

Title	Research Questions	Variables	Indicators	Data Resources	Research Method
Improving the Eighth Grade Students' Speaking Achievement through Cartoon Story Maker at Junior High School	1. How can the use of Cartoon Story Maker improve the eighth-grade students' participation in joining a speaking class? 2. How can the use of Cartoon Story Maker improve the eighth-grade students speaking achievement by implementing Cartoon Story Maker?	**1. Independent** Teaching speaking by using Cartoon Story Maker **2. Dependent** A. The eighth grade students' speaking achievement B. The students' active participation	**Independent :** The steps of teaching speaking by using Cartoon Story Maker (CSM). 1. Introduction 2. The students observe scenes and answer questions based on the scenes depicted in CSM. 3. The students complete half-missing lines of half-completed dialogues orally. 4. The students compose one-minute dialogues in pairs with their seatmates. **5.** The students perform their work in front of the class. **Dependent :** A. The scores of speaking test covering : 1. Pronunciation	**1. Participant** The eighth year students of SMPN 1 Kalisat in the academic year of 2022/2023 **2. Informant** The English teacher of the eighth grade students of SMPN 1 Kalisat in the academic year of 2022/2023 **3. School Documents** 1. The names of the participants 2. The students' previous scores of speaking test	**1. Research Design** The Classroom Action Research with the cycle model : a) Preliminary Study b) Planning a Change c) Implementing Action d) Observing and Evaluating e) Reflection Adapted from: (Kemmis and McTaggart, 1988) **2. Area Determination Method:** Purposive Method **3. Subject Determination Method:** Purposive Method **4. Data Collection Method:** -Speaking Test -Observation Checklist **5. Data Analysis Method:**

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			2. Fluency 3. Grammar 4. Vocabulary 5. Comprehension B. The students' indicators of active participation covering : 1. The student pays attention during the teaching and learning process of teaching speaking by using CSM 2. The student answers the teacher's questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM 3. The student practices the dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM		The method used to analyze the students' participation is as follows: $E = \frac{n}{N} \times 100$ E= The percentage of the students who are active during the teaching and learning process n= The number of students who are active participants N= The total number of participants (Adopted from: Ali, 1993:189) The method used to analyze the students' speaking achievement is as follows: $E = \frac{n}{N} \times 100$ E= The percentage of the students who achieve the target score of 75 n= The number of students who achieve the target score of 75 N= The total number of students who has done the speaking test (Adopted from: Ali, 1993:189) The method used to

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			4. The student composes dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM 5. The student performs the task dealing with "asking and telling about past events" in pairs based on the scenes depicted in CSM		analyze the mean score is as follows: $\bar{x} = \frac{\sum x}{n}$ $\bar{x}$ = The mean score ∑x = The sum of all values n = The size

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APPENDIX B

THE INTERVIEW GUIDELINES

The Interview Questions	The English Teacher's Answers
What curriculum is used in this school?	The 2013 curriculum
What is the passing score required by the students to pass an English speaking test?	70
Do you still use text books as your teaching material?	Yes, I do.
What do the class activities look like?	The students focus on answering questions written on the textbook.
How often do the students are asked to speak English as a part of the class activity?	Seldom.
Has Cartoon Story Maker been used in this school as a teaching media?	No.
This research focuses on improving students' speaking achievements and their participation in an English class using Cartoon Story Maker. What class do you think is the most suitable to conduct the research?	The 8A. They have several problems related to their speaking abilities.
What problems do the students have in speaking?	Their speaking problems relate to all components of speaking.

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APPENDIX C

LESSON PLAN

MEETING 1

School Name	: SMPN 1 Kalisat
Grade/Semester	: VIII/2
Subject	: English
Language Skill	: Speaking
Text Genre	: Recount
Theme	: A Trip to the Zoo
Allocation	: 2 x 30 minutes

I. CORE COMPETENCE

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

II. BASIC COMPETENCE AND INDICATORS

3.12 Menerapkan struktur teks dan unsur	3.12.1 Explaining the structures of a

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kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	recount text 3.12.2 Explaining the language features of a recount text
4.15 Menyusun teks *recount* **lisan** dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan funsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.15.1 Composing a dialogue with the expressions of asking and telling about past events 4.15.2 Performing a dialogue with the expressions of asking and telling past events orally.

III. LEARNING OBJECTIVES

After joining the teaching and learning process :

1. The students are able to explain the structure of a recount text.
2. The students are able to explain the language feature of a recount text.
3. The students are able to compose a dialogue with the expressions of asking and telling about past events.
4. The students are able to perform a dialogue with the expressions of asking and telling past events orally.

IV. LEARNING MATERIALS

1. Definition
2. Generic Structures
3. Language Features of Recount Text
4. Examples

(see appendix C1)

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V. LEARNING MEDIA

- Cartoon Story Maker

VI. SOURCE

- Internet (google web-site and image)

VII. TEACHING APPROACH AND TEACHING METHOD

- Approach : Scientific Approach
- Method : Discussion and QA

VIII. TEACHING LEARNING PROCESS

Steps of Learning	Description	Time Allocation
Pre - Activities	1. The teacher greets the students. 2. The teacher and the students pray together. 3. The teacher checks the attendance of students 4. The students answer some leading questions given by the teacher based on the scene depicted in CSM dealing with "asking and telling about past events" (see appendix C3). 5. The teacher explains the learning goal.	**5 minutes**
Main Activities	**Observing :** 1. The students observe some scenes depicted in CSM dealing with "asking and telling about past events" presented by the teacher (see appendix C3). 2. The teacher explains the materials about recount text (see appendix C1). **Questioning :** 3. The students ask and answer questions dealing with	**50 minutes**

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	"asking and telling about past events". **Experimenting :** 4. The students observe further examples of a dialogue with the expressions of "asking and telling about past events" depicted in CSM presented by the teacher (see appendix C3). 5. The students explain the expressions used in the dialogue and discuss the situation (see appendix C3). 6. The students observe and complete the missing lines of half-completed dialogues using CSM as an exercise for them to practice conversation (see appendix C3). 7. The teacher asks the students to work in pairs with their seatmates. **Associating :** 8. The students compose two-minute dialogues in pairs dealing with "asking and telling about past events" based on the scenes depicted in CSM (see appendix C2). **Communicating :** 9. The students perform their dialogues in front of the class.	
Post Activities	1. The students are guided by the teacher to do reflection. 2. Leave-taking	**5 minutes**

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IX. ASSESSMENTS

a. Process Assessment

Instrument : Observation Checklist

Purpose : To check students' active participation.

(see appendix C4)

b. Product Assessment

Instrument : Test - Speaking Test

Kinds of Test : Oral Test

(see appendix C5)

Jember, April 5th 2023,

The Headmaster

The English Teacher

(Sofia Habibah)

X. ENCLOSURES

1. Learning Materials

Leading Questions :

a) What do you think they're talking about?
b) Have you had a trip to the zoo before?
c) Whom were you with at the time?
d) What did you do when you first got there?
e) What did you do after that?
f) How did you feel after going there?

Definition : Recount text is a text that focuses on telling what happened, such as telling an important event or describing an unforgettable experience that we have had to others.

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Generic Structure:

-Orientation : The participants who were involved, the setting where the event took place, and when it happened.

-Events : The events in a chronological order.

-Reorientation : The summary of the events or the writer's feeling regarding the events.

The Language Features

-Simple past tense : Subject + V2

-Time signals : Yesterday, two days ago, last night, last week, last month, last year

-Time connectives : First, then, afterward, before, when, finally

The Examples

Example 1 :

A : What is the most unforgettable experience that you have had?

T : I went to a zoo.

A : When did it happen?

T : It was last week.

A : Whom did you go to a zoo with?

T : I went there with my sister.

A : What did you do when you were there?

T : First, we went to the giraffe house. Then, we went to the elephant house. After that, we went to the lion house.

A : How did you feel after going to the zoo?

T : I was so tired.

Example 2 :

A : What did you do during the holiday season last year?

B : I went to a zoo

A : Whom did you go to a zoo with?

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T : I went there with my brother.

A : What did you do when you were there?

T : First, we went to the monkey house. Then, we went to the tiger house. After that, we went to the bird house.

A : How did you feel after going to the zoo?

T : I was so happy.

2. Students' Worksheet

I.

-Explain the expressions used in the following dialogue that is depicted in CSM and discuss the situation. (see appendix C3)

II.

-Complete the dialogue that is depicted in CSM. (see appendix C3)

III.

-Compose your own dialogues based on the scenes depicted in CSM using the expressions of asking and telling past events with your pair. (see appendix C3)

-One will ask questions, and the other one will tell about the past events that are based on the scenes depicted in CSM.

3. Media

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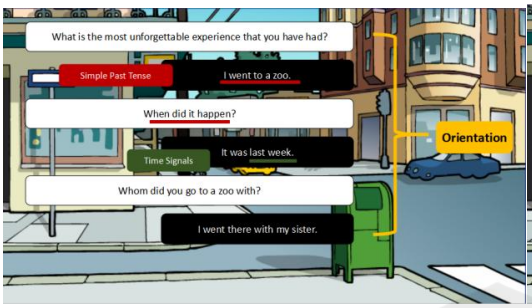

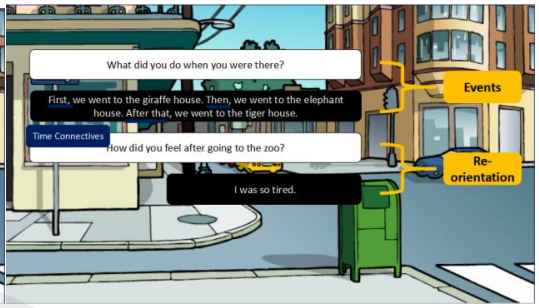

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4. Observation Checklist

No.	Students' Initial	1	2	3	4	5	Active	Passive
1								
2								

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Etc.								

Note :

6. The student pays attention during the teaching and learning process during the teaching and learning process of teaching speaking by using CSM.
7. The student answers the teacher's questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM.
8. The student practices the dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
9. The student composes dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
10. The student performs the task dealing with "asking and telling about past events" in pairs based on the scenes depicted in CSM

Active : The students who fulfill at least three indicators will be considered as active students.

Passive : The students who fulfill only one or two indicators will be considered as passive students.

5. Scoring Rubric

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by a native speaker, even errors in grammar are frequently spoken.	1-4
	II	Average to poor: Speaker can handle elementary constructions quite accurately, but is not confident to control the grammar.	5-8

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	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	9-12
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	13-16
	V	Excellent: Equivalent to that of an educated native speaker.	17-20
Vocabulary	I	Poor to very poor: Speaker has an inadequate speaking vocabulary to express anything but the most elementary needs.	1-4
	II	Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	5-8
	III	Good to average: Speaking vocabulary is broad enough that the speaker rarely has to grope for a word.	9-12
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	13-16
	V	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary	17-20

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		and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple sentences	1-4
	II	Average to poor: Speaker can get the gist of most presentations of easy topics (topics that require no specialized knowledge).	5-8
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speaking.	9-12
	IV	Very good to good: Speaker can understand any presentation within the range of the speaker's experience.	13-16
	V	Excellent : Equivalent to that of an educated native speaker.	17-20
Fluency	I	Poor to very poor: Presentation is halting, very slow, and fragmentary that performing is probably impossible.	1-4
	II	Average to poor: The speaker is frequently hesitant: some sentences may be left incomplete.	5-8
	III	Good to average: The speaker is occasionally hesitant. Speaker rarely has to grope for words.	9-12
		Very good to good: Speaking is smooth and	

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	IV	effortless, but perceptively non-native in speed and evenness.	13-16
	V	Excellent: Speaking is smooth and effortless as a native speaker	17-20
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but the speaker can be understood by a native speaker.	1-4
	II	Average to poor: The accent of the speaker is intelligible though often quite faulty.	5-8
	III	Good to average: Errors never appear with understanding. The accent may be obviously foreign.	9-12
	IV	Very good to good: Errors in pronunciation are quite rare.	13-16
	V	Excellent: Native pronunciation, with no trace of foreign accent.	17-20

(Brown, 2004:172-173)

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APPENDIX D

LESSON PLAN

MEETING 2

School Name	: SMPN 1 Kalisat
Grade/Semester	: VIII/2
Subject	: English
Language Skill	: Speaking
Text Genre	: Recount
Theme	: A Trip to the Public Aquarium
Allocation	: 2 x 30 minutes

I. CORE COMPETENCE

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

II. BASIC COMPETENCE AND INDICATORS

3.12 Menerapkan struktur teks dan unsur	3.12.1 Explaining the structures of a

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kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	recount text 3.12.2 Explaining the language features of a recount text.
4.15 Menyusun teks *recount* **lisan** dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan funsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.15.1 Composing a dialogue with the expressions of asking and telling about past events. 4.15.2 Performing a dialogue with the expressions of asking and telling past events orally.

III. LEARNING OBJECTIVES

After joining the teaching and learning process :

1. The students are able to explain the structure of a recount text.
2. The students are able to explain the language feature of a recount text.
3. The students are able to compose a dialogue with the expressions of asking and telling about past events.
4. The students are able to perform a dialogue with the expressions of asking and telling past events orally.

IV. LEARNING MATERIALS

1. Definition
2. Generic Structures
3. Language Features of Recount Text
4. Examples

(see appendix D1)

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V. LEARNING MEDIA

- Cartoon Story Maker

VI. SOURCE

- Internet (google web-site and image)

VII. TEACHING APPROACH AND TEACHING METHOD

- Approach : Scientific Approach
- Method : Discussion and QA

VIII. TEACHING LEARNING PROCESS

Steps of Learning	Description	Time Allocation
Pre - Activities	1. The teacher greets the students. 2. The teacher and the students pray together. 3. The teacher checks the attendance of students. 4. The students answer some leading questions given by the teacher based on the scene depicted in CSM dealing with "asking and telling about past events" (see appendix D3). 5. The teacher explains the learning goal.	**5 minutes**
Main Activities	**Observing :** 1. The students observe some scenes depicted in CSM dealing with "asking and telling about past events" presented by the teacher (see appendix D3). 2. The teacher explains the materials about recount text (see appendix D1). **Questioning :** 3. The students ask and answer questions dealing with	**50 minutes**

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	"asking and telling about past events". **Experimenting :** 4. The students observe further examples of a dialogue with the expressions of "asking and telling about past events" depicted in CSM presented by the teacher (see appendix D3). 5. The students explain the expressions used in the dialogue and discuss the situation (see appendix D3). 6. The students observe and complete the missing lines of half-completed dialogues using CSM as an exercise for them to practice conversation (see appendix D3). 7. The teacher asks the students to work in pairs with their seatmates. **Associating :** 8. The students compose one-minute dialogues in pairs dealing with "asking and telling about past events" based on the scenes depicted in CSM (see appendix D2). **Communicating :** 9. The students perform their dialogues in front of the class.	
Post Activities	1. The students are guided by the teacher to do reflection. 2. The students are informed by the teacher about the assessment for the next meeting. 3. Leave-taking	**5 minutes**

IX. ASSESSMENTS

a. Process Assessment

Instrument : Observation Checklist

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Purpose : To check students' active participation.
(see appendix D4)

b. Product Assessment

Instrument : Test - Speaking Test
Kinds of Test : Oral Test
(see appendix D5)

Jember, April 8th 2023,

The Headmaster | The English Teacher

(Sofia Habibah)

X. ENCLOSURES

1. Learning Materials

Leading Questions :

a) What are they?
b) Where do you think they are?
c) Have you been to a public aquarium before?
d) Whom were you with at the time?
e) What animal did you see when you first got there?
f) What animal did you see after that?
g) How did you feel after going there?

Definition : Recount text is a text that focuses on telling what happened, such as telling an important event or describing an unforgettable experience that we have had to others.

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Generic Structure:

-Orientation : The participants who were involved, the setting where the event took place, and when it happened.

-Events : The events in a chronological order.

-Reorientation : The summary of the events or the writer's feeling regarding the events.

The Language Features

-Simple past tense : Subject + V2

-Time signals : Yesterday, two days ago, last night, last week, last month, last year

-Time connectives : First, then, afterward, before, when, finally

The Examples

Example 1 :

A : What is the most unforgettable experience that you have had?

T : I went to a public aquarium.

A : When did it happen?

T : It was last year.

A : Whom did you go to a public aquarium with?

T : I went there with my mother.

A : What did you do when you were there?

T : First, we went to see whales. Then, we went to see seahorses. After that, we went to see sharks.

A : How did you feel after going to the public aquarium?

T : I was so tired.

Example 2 :

A : What did you do during the holiday season last year?

B : I went to a public aquarium.

A : Whom did you go to a public aquarium with?

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T : I went there with my father.

A : What did you do when you were there?

T : First, we went to see dolphins. Then, we went to see jellyfishes. After that, we went to see seals.

A : How did you feel after going to the public aquarium?

T : I was so happy.

2. Students' Worksheet

I.

-Explain the expressions used in the following dialogue that is depicted in CSM and discuss the situation. (see appendix D3)

II.

-Complete the dialogue that is depicted in CSM. (see appendix D3)

III.

-Compose your own dialogues based on the scenes depicted in CSM using the expressions of asking and telling past events with your pair. (see appendix D3)

-One will ask questions, and the other one will tell about the past events that are based on the scenes depicted in CSM.

3. Media

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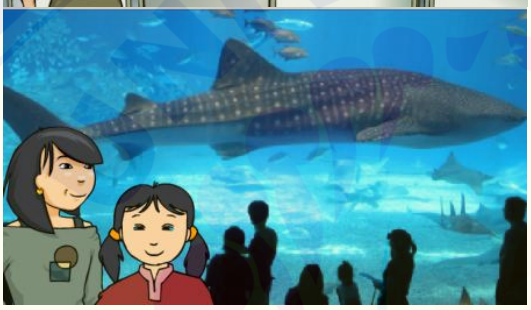

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4. Observation Checklist

No.	Students' Initial	1	2	3	4	5	Active	Passive
1								
2								
Etc.								

Note :

1. The student pays attention during the teaching and learning process during the teaching and learning process of teaching speaking by using CSM.
2. The student answers the teacher's questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM.
3. The student practices the dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
4. The student composes dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
5. The student performs the task dealing with "asking and telling about past events" in pairs based on the scenes depicted in CSM

Active : The students who fulfill at least three indicators will be considered as active students.

Passive : The students who fulfill only one or two indicators will be considered as passive students.

5. Scoring Rubric

Category	Level	Criteria	Score
Grammar	I	Poor to very poor: Speaker can be understood by a native speaker, even errors in grammar are	1-4

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		frequently spoken.	
	II	Average to poor: Speaker can handle elementary constructions quite accurately, but is not confident to control the grammar.	5-8
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	9-12
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	13-16
	V	Excellent: Equivalent to that of an educated native speaker.	17-20
Vocabulary	I	Poor to very poor: Speaker has an inadequate speaking vocabulary to express anything but the most elementary needs.	1-4
	II	Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	5-8
	III	Good to average: Speaking vocabulary is broad enough that the speaker rarely has to grope for a word.	9-12
	IV	Very good to good: Speaker has a high degree of	13-16

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		precision of vocabulary.	
	V	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	17-20
Comprehension	I	Poor to very poor: Speaker can understand simple sentences	1-4
	II	Average to poor: Speaker can get the gist of most presentations of easy topics (topics that require no specialized knowledge).	5-8
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speaking.	9-12
	IV	Very good to good: Speaker can understand any presentation within the range of the speaker's experience.	13-16
	V	Excellent : Equivalent to that of an educated native speaker.	17-20
Fluency	I	Poor to very poor: Presentation is halting, very slow, and fragmentary that performing is probably impossible.	1-4
	II	Average to poor: The speaker is frequently hesitant: some sentences may be left incomplete.	5-8

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	III	Good to average: The speaker is occasionally hesitant. Speaker rarely has to grope for words.	9-12
	IV	Very good to good: Speaking is smooth and effortless, but perceptively non-native in speed and evenness.	13-16
	V	Excellent: Speaking is smooth and effortless as a native speaker	17-20
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but the speaker can be understood by a native speaker.	1-4
	II	Average to poor: The accent of the speaker is intelligible though often quite faulty.	5-8
	III	Good to average: Errors never appear with understanding. The accent may be obviously foreign.	9-12
	IV	Very good to good: Errors in pronunciation are quite rare.	13-16
	V	Excellent: Native pronunciation, with no trace of foreign accent.	17-20

(Brown, 2004:172-173)

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APPENDIX E

SPEAKING TEST

School	: SMPN 1 Kalisat
Subject	: English
Class/Semester	: VIII/2
Language Skill	: Speaking
Text Genre	: Recount
Topic	: A Trip to a Public Place
Time Working	: 20 minutes
Time Presenting	: 1 minute/pair

Instruction:

4. Find a partner to work as a pair
5. Compose a one-minute dialogue in pairs dealing with the topic "A Trip to a Public Place"
6. Perform the dialogue in front of the class.

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APPENDIX F

The Results of the Students' Active Participation Checklist in Meeting 1 and Meeting 2 from Cycle 1

No	Students' Initials	Meeting 1					Active	Passive		Meeting 2					Active	Passive
		Indicators								Indicators						
		1	2	3	4	5				1	2	3	4	5		
1	AFNR	√	√	√			√			-	-	-	-	-	-	-
2	ASM	√	√	√			√			√	√	√			√	
3	AU	√	√					√		√	√					√
4	AJRA	√	√	√			√			-	-	-	-	-	-	-
5	AWR	√	√		√	√	√			√	√	√			√	
6	ARB	√	√	√	√	√	√			√	√	√	√	√	√	
7	AZZR	√	√	√	√	√	√			√	√	√	√	√	√	
8	BNI	√	√	√	√	√	√			√	√	√			√	
9	DTR	√	√	√			√			√	√					√
10	DLA	√	√					√		√	√	√			√	
11	EQA	√	√	√	√	√	√			-	-	-	-	-	-	-
12	IH	√	√					√		-	-	-	-	-	-	-
13	IRA	√	√	√			√			√	√					√
14	LNIS	√	√					√		√	√					√
15	MD	√	√	√			√			√	√	√	√	√	√	
16	MA	√	√	√	√	√	√			√	√	√			√	
17	MAM	√	√	√	√	√	√			√	√	√			√	
18	MPDT	√	√	√	√	√	√			√	√	√	√	√	√	

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19	NVA	√	√	√	√	√	√			√	√	√	√	√	√	
20	NRF	√	√		√	√	√			√	√	√	√	√	√	
21	NELF	√	√	√			√			√	√	√			√	
22	PM	√	√					√		-	-	-	-	-	-	-
23	PTA	√	√	√			√			√	√	√	√		√	
24	RFH	√	√	√	√	√	√			√	√	√	√	√	√	
25	RSAH	√	√					√		-	-	-	-	-	-	-
26	RS	√	√					√		-	-	-	-	-	-	-
27	RAH	√	√		√	√	√			√	√	√			√	
28	RDP	√	√	√			√			√	√		√	√	√	
29	SLS	√	√	√						√	√	√	√		√	
30	SMTA	√	√	√	√	√	√			√	√	√	√	√	√	
31	SBJA	√	√	√	√	√	√			√	√	√	√	√	√	
Percentage							**77%**	**23%**		**Percentage**					**83%**	**17%**

Note :

1. The student pays attention during the teaching and learning process during the teaching and learning process of teaching speaking by using CSM.
2. The student answers the teacher's questions dealing with "asking and telling about past events" during the teaching and learning process of teaching speaking by using CSM.
3. The student practices the dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
4. The student composes dialogues with the expressions of "asking and telling about past events" in pairs based on the scenes depicted in CSM.
5. The student performs the task dealing with "asking and telling about past events" in pairs based on the scenes depicted in CSM.

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APPENDIX G

The VIII A Students' Previous Speaking Score

No	Initials	Score	No	Initials	Score
1	AFNR	50	17	MAK	50
2	ASM	40	18	MPDT	90
3	AU	30	19	NVA	80
4	AJRA	60	20	NRF	80
5	AWR	50	21	NELF	80
6	ARB	80	22	PM	70
7	AZZR	70	23	PTA	30
8	BNI	50	24	RFH	80
9	DTR	70	25	RSAH	50
10	DLA	70	26	RS	50
11	EQA	90	27	RAH	70
12	IH	50	28	RDP	80
13	IRA	50	29	SLS	50
14	LNIS	50	30	SMTA	70
15	MD	50	31	SBJA	80
16	MA	70			
Mean Score :			**62.5**		
The Percentage of Students who Achieved the Target Score :			**51%**		

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APPENDIX H

The Result of the Total Score of Speaking Test from the English Teacher (scorer 1) and the Researcher (scorer 2)

No	Initials	Scorer 1	Scorer 2	Mean		No	Initials	Scorer 1	Scorer 2	Mean
1	AFNR	57	75	66		**17**	MAM	68	80	74
2	ASM	52	72	62		**18**	MPDT	96	96	96
3	AU	24	52	38		**19**	NVA	90	88	89
4	AJRA	75	95	85		**20**	NRF	75	89	82
5	AWR	39	67	53		**21**	NELF	81	87	84
6	ARB	91	89	90		**22**	PM	74	82	78
7	AZZR	84	82	83		**23**	PTA	72	84	78
8	BNI	72	84	78		**24**	RFH	81	87	84
9	DTR	51	89	70		**25**	RSAH	84	80	82
10	DLA	71	87	79		**26**	RS	-	-	-
11	EQA	94	92	93		**27**	RAH	75	87	81
12	IH	-	-	-		**28**	RDP	83	77	80
13	IRA	-	-	-		**29**	SLS	73	85	79
14	LNIS	79	87	83		**30**	SMTA	80	86	83
15	MD	47	73	60		**31**	SBJA	81	91	86
16	MA	82	88	85						
Total Mean Score : 2181 / 28=77.8 **E = 23/28 X 100% = 82 %**										

Note :
E : The percentage of the students who achieve the target score of 70

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APPENDIX I

The English Teacher's Data for the Speaking Test

No	Initials	Indicator					Score
		G	V	C	F	P	
1	AFNR	13	11	11	12	10	57
2	ASM	9	11	12	10	10	52
3	AU	5	6	4	5	4	24
4	AJRA	14	15	17	14	15	75
5	AWR	8	7	7	6	11	39
6	ARB	18	18	18	19	18	91
7	AZZR	16	17	17	17	17	84
8	BNI	15	14	17	15	11	72
9	DTR	11	11	11	9	9	51
10	DLA	13	14	15	15	14	71
11	EQA	19	18	19	19	19	94
12	IH	-	-	-	-	-	-
13	IRA	-	-	-	-	-	-
14	LNIS	16	16	15	16	16	79
15	MD	7	7	8	12	13	47
16	MA	16	16	17	17	16	82
17	MAM	18	17	12	11	10	68
18	MPDT	19	18	19	20	20	96
19	NVA	19	17	17	18	19	90

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20	NRF	14	15	16	14	16	75
21	NELF	16	15	16	15	19	81
22	PM	15	14	16	15	14	74
23	PTA	15	14	14	15	14	72
24	RFH	15	16	17	16	17	81
25	RSAH	18	17	16	17	16	84
26	RS	-	-	-	-	-	-
27	RAH	14	14	14	17	16	75
28	RDP	17	15	16	18	17	83
29	SLS	15	14	15	15	14	73
30	SMTA	16	16	15	17	16	80
31	SBJA	17	17	16	15	16	81
Total Mean Score : 2031/28=72.5							

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APPENDIX J

The Researcher's Data for the Speaking Test

No	Initials	Indicator					Score
		G	V	C	F	P	
1	AFNR	13	16	20	14	12	75
2	ASM	12	15	20	11	14	72
3	AU	9	11	12	9	11	52
4	AJRA	19	20	20	19	17	95
5	AWR	14	12	20	9	12	67
6	ARB	18	17	20	17	17	89
7	AZZR	17	17	20	16	12	82
8	BNI	18	17	20	15	14	84
9	DTR	18	18	20	18	15	89
10	DLA	18	17	20	17	15	87
11	EQA	20	16	20	18	18	92
12	IH	-	-	-	-	-	-
13	IRA	-	-	-	-	-	-
14	LNIS	18	17	20	17	15	87
15	MD	12	16	20	13	12	73
16	MA	18	16	20	18	16	88
17	MAM	17	18	16	14	15	80
18	MPDT	20	17	20	19	20	96
19	NVA	19	16	20	18	15	88
20	NRF	18	17	20	18	16	89

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21	NELF	19	17	20	15	16	87
22	PM	14	17	20	16	15	82
23	PTA	17	18	20	16	13	84
24	RFH	18	17	20	17	15	87
25	RSAH	17	15	20	15	13	80
26	RS	-	-	-	-	-	-
27	RAH	18	16	20	18	15	87
28	RDP	16	15	20	14	12	77
29	SLS	18	16	20	16	15	85
30	SMTA	18	16	20	17	15	86
31	SBJA	19	17	20	18	17	91
Total Mean Score : 2331/28=83.2							

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APPENDIX K

The Samples of Students' Speaking Test

The Transcript of Dialogue 1 (EQA and ARB)

ARB : What did you do during the holiday season last year?

wɑt dɪd ju du ˈdʌrɪŋ ðə ˈhɑləˌdeɪ ˈsisən læst jɪr?

EQA : I went to a public aquarium.

aɪ wɛnt tu ə ˈpʌblɪk əˈkwʌriəm.

ARB : Whom did you go to a public aquarium with?

hum dɪd ju goʊ tu ə ˈpʌblɪk əˈkwʌriəm wɪð?

EQA : I went there with my father.

aɪ wɛnt ðɛr wɪð maɪ ˈfɑðər.

ARB : What did you do when you were there?

wɑt dɪd ju du wɛn ju wɜr ðɛr?

EQA : First, we went to see dolphins. Then, we went to see jellyfish. After that, we went to see seals.

fɜrst, wi wɛnt tu si ˈdɑlfinz. ðɛn, wi wɛnt tu si ˈʤɛliˌfiʃ. ˈæftər ðæt, wi wɛnt tu si sils.

ARB : How did you feel after going to the public aquarium?

haʊ dɪd ju fil ˈæftər ˈgoʊɪŋ tu ðə ˈpʌblɪk əˈkwʌriəm?

EQA : I was so happy.

aɪ wʌz soʊ ˈhæpi.

EQA	ARB
a. From the English Teacher Score = 94 b. From the Researcher Score = 92	a. From the English Teacher Score = 91 b. From the Researcher Score = 89
Mean Score = 93	**Mean Score = 90**

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The Transcript of Dialogue 2 (NRF and RFH)

NRF : What did you do during the holiday season last year?

wɑt dɪd ju du ˈdʊrɪŋ də ˈhɑləˌdeɪ ˈsizən lɛst jɛr?

RFH : I went to a zoo

aɪ wɛnt tu ə zu

NRF : Whom did you go to a zoo with?

hum dɪd ju goʊ tu ə zu wɪt?

RFH : I went there with my brother.

aɪ wɛnt ðɛr wɪt mɪ ˈbrʌðər.

NRF : What did you do when you were there?

wɑt dɪd ju du wɛn ju wɜr ðɛr?

RFH : First, we went to the monkey house. Then, we went to the tiger house. After that, we went to the bird house.

fɜrst, wi wɛnt tu də ˈmʌŋki haʊs. dɛn, wi wɛnt tu də ˈtaɪgər haʊs. ˈæftər dɛt, wi wɛnt tu də bɜrd haʊs.

NRF : How did you feel after going to the zoo?

haʊ dɪd ju fil ˈæftər ˈgoʊɪŋ tu də zu?

RFH : I was so happy.

aɪ wʌs soʊ ˈhæpi.

NRF	RFH
a. From the English Teacher Score = 75 b. From the Researcher Score = 89	a. From the English Teacher Score = 81 b. From the Researcher Score = 87
Mean Score = 82	**Mean Score = 84**

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APPENDIX L

The List of Questions given in meeting 1 and 2

Meeting 1

1. Pay attention to the illustration and tell me, what do you think they are talking about?
2. Have you had a trip to the zoo before?
3. Whom were you with at the time?
4. What did you do when you first got there?
5. What did you do after that?
6. How did you feel after going there?
7. Based on the illustrations, who is the one asking the question?
8. What is he asking about?
9. What do you know about unforgettable experience?
10. Can you give me some examples on that?
11. What is the girl's answer to the question?
12. What kind of tense that the girl used when describing her past experience?
13. How did you know that it was in past tense?
14. How would you respond when asked *when*?
15. What are some time signals that you know?
16. How would you respond when asked *whom were you with at the time*?
17. Can you give me some possible answers to the question?
18. How would you respond when asked *what did you do at the time?*
19. Does your answer need to be chronological?
20. What does it mean by chronological?
21. What are some time connectives that you know?
22. How would you respond when asked *how did you feel*?
23. Can you give me some possible answers to the question?
24. How many generic structures are there in a recount?
25. What are they?

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26. Tell me which part of the structures each of these following scenes belong to!

Meeting 2

1. What did we learn in our last meeting?
1. Can anyone tell me what recount is?
2. What tense do we use when telling about past experiences?
3. How many generic structures does recount have?
4. What are they?
5. What does orientation tell us?
6. What does event tell us?
7. What does reorientation tell us?
8. Now look at the illustration and tell me what these animals are!
9. Where do you think these animals are?
10. Have you been to a public aquarium before?
11. Whom were you with at the time?
12. What animal did you see when you first got there?
13. What animal did you see after that?
14. How did you feel after going there?
15. Look at the illustration and tell me where the dialogue took place!
16. Who went to the public aquarium?
17. When did the boy go to the public aquarium?
18. Whom did the boy go to a public aquarium with?
19. What could be the reason the boy was tired after going there?
20. Where did the dialogue take place?
21. According to the illustration, what do the characters do for a living?
22. How many animals did the woman see during her holiday?
23. How did she feel after going to the public aquarium?
24. What animal did the woman see before she went home?

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APPENDIX M

Permission Letter for Conducting the Research

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 1 KALISAT
Jalan Diponegoro No 52 Telp (0331) 591081 Kalisat Jember 68193

SURAT IJIN PENELITIAN
Nomor : 421.3/144/20523881/2023

Yang bertanda tangan di bawah ini :

N a m a	: HADRIANUS S. HADI, S.Pd ,M.M.
N I P	: 19650914 198703 1 006
Pangkat / Gol.	: Pembina Tk. I, IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: UPTD Satuan Pendidikan SMPN 1 KALISAT

Mengijinkan untuk mengadakan Penelitian di SMP Negeri 1 Kalisat, kepada :

N a m a	: SOFIA HABIBAH
NIM	: 180210401039
Program Study	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: FKIP UNIVERSITAS JEMBER
Keperluan	: Improving the Eighth Grade Students' Speaking Arhievement Through Cartoon Story Maker at Junior High School
Rencana Penelitian	: Bulan April 2023

Demikian surat ijin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kalisat, 29 Maret 2023

Kepala UPTD Satuan Pendidikan
SMPN 1 KALISAT,

HADRIANUS S. HADI, S.Pd.,M.M.
NIP. 19650914 198703 1 006

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APPENDIX N

Statement Letter for Accomplishing the Research

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 1 KALISAT
Jalan Diponegoro No. 52 Telp. (0331) 591081 Kalisat Jember 68193

SURAT IJIN PENELITIAN
Nomor : 421.3/161/20523881/2023

Yang bertanda tangan di bawah ini :

Nama	: HADRIANUS S. HADI, S.Pd.,M.M.
NIP	: 19650914 198703 1 006
Pangkat / Gol.	: Pembina Tk. I, IV/b
Jabatan	: Kepala Sekolah
Unit Kerja	: UPTD Satuan Pendidikan SMPN 1 KALISAT

Menerangkan :

Nama	: **SOFIA HABIBAH**
NIM	: 180210401039
Program Study	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Bahasa dan Seni
Fakultas	: FKIP UNIVERSITAS JEMBER

Bahwa nama tersebut diatas telah selesai Mengadakan Penelitian di UPTD Satuan Pendidikan SMPN 1 Kalisat mulai Tanggal 29 Maret 2023 s/d Tanggal 17 April Tahun 2023, dengan Judul Penelitian **"Improving the Eighth Grade Students' Speaking Arhievement Through Cartoon Story Maker at Junior High School di UPTD Satuan Pendidikan SMPN 1 Kalisat – Jember"**.

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Kalisat, 18 April 2023.

Kepala UPTD Satuan Pendidikan
SMPN 1 KALISAT,

HADRIANUS S. HADI, S.Pd.,M.M.
NIP. 19650914 198703 1 006

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APPENDIX O

Documentation

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