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## CHAPTER II

### RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Speaking

Speaking in linguistics terms has various definitions. In *Oxford Advanced Learner's Dictionary*, speak means that saying something to express ideas and opinions. In *Oxford Advanced Learners' Dictionary*, cited on Ahmad Rizqon (2011), speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.

Cameron (2001;40) defines that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, Kushartanti (2005) defines speaking as set of voice uttered by one and understood by someone else. It means that to deliver the speaker's thought or opinion.

In other definitions, Harmer defines speaking as a form of communication, so a speaker must convey what he/she is saying affectively. In line with this definitions, Carter in Ahmad Rizqon (2011) defines it as "one of the types of composing language, the type that is swift, complicated, frequent and primary, because the language itself is symbolic used by communicators to construct and to convey information.

According to Bygates in Nunan (1987) speaking can be characterized in terms of routines, which can either focus on information or interaction that means is a conventional way of communication. Oatey (2000:53) says that communication is a form of social interaction which involves the production and the interpretation of the evidence of the communicator's intentions. therefore, speaking is the way to make an interaction with others orally.

From those definitions, the writer infers speaking as saying something to express idea, meaning, information and opinion by using ordinary voice to communication, so that, other people can make sense of what the speaker say. Therefore, as a tool of communication, it is necessary for people to have a good speaking skill.

Furthermore, speaking is not only one of four skills of English that we only speak and memorize the vocabulary without the grammatical, but English should be studied and practiced persistently. According to Brown (2003:141) there are five basic types of speaking or oral production that students are expected to carry out in the classroom, they are:

- a. Imitative is someone interested only what is labeled by "Pronunciation". She/he imitates a native speaker's pronunciation.
- b. Intensive is someone's ability to gain the meaning of the conversation based on the context.

- c. Responsive refers to someone's comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like.
- d. Interactive is interactions that consist of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.
- e. Extensive (monologue) is extensive oral production that includes speech, oral presentation, and story-telling, during which the opportunity for oral interactions from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Speaking is a communication tool which becomes the most significant element in teaching as well. When the other people know the point of speaking, it means that he or she has done a good communication. In relation to Brown and Yule's (1998:14), they state speaking is to express the needs-request, information, service, etc.

Then speaking can be also understood from Brown and Yule's in Richard's book (1998:14). They utter, speaking is divided into three divisions, they are:

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## a. Speaking as interaction

It refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. For instance, when people meet, they exchange greetings, have a small talk, share recent experiences and so on. Then, the aspect in speaking as interaction is that knowing how to do:

1. Opening and closing conversation
2. Choosing topic
3. Making small talk
4. Joking
5. Turn-taking
6. Interrupting
7. Using an appropriate style of speaking

## b. Speaking as transaction

It refers to situations where the focus is on what is said or done. It means that it is important to convey the message and make one self-understand clearly and accurately.

## c. Speaking as performance

It refers to public talk, that is, talk that transmits information before an audience such as classroom presentation, public announcements and speech. This type tends to be in the form of monolog rather than dialog.



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## 2. The Components of Speaking Ability

Kalayo and Fauzan (2007:101) in Nuraziza state that language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.
2. Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultures rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It means that speaking is the most important thing that should be mastered to determine someone's ability to mastered English language. There are many aspects that should be known and considered by the students. They are vocabulary, grammar, and expression of ideas. Adam and Frith in Hughes (2003:132) explain those five items as follows:

### a. Grammar

Batko (2004:24) in Ahmad Rizqon state that Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and proper forms of words.

Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar. So, if you do not know about grammar well, it makes the listeners cannot understand you at all.

#### b. Vocabulary

According to Nunan (2005:121) vocabulary is the collection of word that and individual knows. Vocabulary development is an important aspects of language development and research that has been conducted in recent years is very exciting. McKeown and Beck (2003) in Nunan (2005:122) stated that it is important to use formal and informal vocabulary instruction that engages students' **cognitive skills** and give opportunities for the learners to actually use the word. From his explanation, we know that vocabulary should be recognized as a central of element in language instruction from the beginning stages. Vocabulary is one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicative effectively.

#### c. Comprehensive

Mcnamara (2007:28) in Nuraziza that comprehension means different thing to different people. The different types of comprehension share a common core set of processes. In brief

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speaking requires that not only know how to produce specific points of language include grammar, pronunciation, vocabulary, and fluency, but also to understand produce the language.

d. Fluency

According to Nation (2009:151) in Nuraziza states that fluent language use involves “the processing of language in real time”. Fluency is typically measured by speed of access or production and by the number of hesitations: accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses. These include speech rate number of filled pauses such as um, ah, er, and number of unfilled pauses.

e. Pronunciation

Pronunciation is the way of certain sounds is produced. In communication process one need to pronounce and produce the word uttered clearly and correctly in order to miscommunication.

According to Brown (2003) there are some skills that involved in speaking, they are micro skills and macro skills.

a. Micro skill

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and information.

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4. Produce reduce forms of words and phrases.
  5. Use and adequate number of lexical units (words) to accomplish pragmatic purposes.
  6. Produce fluent speech at different rates of delivery.
  7. Monitor one's own oral production and use various strategic devices pauses, fillers, self-correction, backtracking-to enhance the clarity of the message.
  8. Use grammatical word classes (nouns, verb, etc.), systems (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
  9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentences constituents.
  10. Express a particular meaning in different grammatical forms.
  11. Use cohesive devices in spoken discourse.
- b. Macro skill
1. Appropriately accomplish communicative functions according to situations, participant, and goals.
  2. Use appropriate styles, registers, implicates, redundancies, pragmatic conventions and conversation rules, floor –keeping and yielding, interrupting, and other sociolinguistic features in face to face conversation.



3. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and give information, generalization and examplication.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking of speaking strategies, such as emphasizing key words, rephrasing, providing, a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you.

### 3. The Teaching Speaking

According to Manser in Holik, teaching is to give lessons to somebody or give somebody knowledge or skill. According to Setiyadi, cited in Holik also, teaching is influenced by ideas on the nature of language; language theories and the learning condition that make learners to acquire the language. Its means that teaching is a process giving someone lessons, knowledge and skill that influenced the learners so that they can acquire it.

In the other hand, according to Brown (2000:7) teaching is a complex and controversial profession. Teaching is guiding, and facilitating learning, enabling the learner to learn, setting the condition of learning. It

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means that teaching is not only a process to transfer information or knowledge, but also facilitate and guide the students in learning process.

According to Cameroon (2001:40) speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills. But teaching is included all aspects in teaching and learning process. According to Newton, the aims of teaching speaking are:

1. To help the learners be able to cope with meaning focused output as soon as possible.
2. To motivate them in their language study by getting them to engage in successful speaking.
3. To make the early learning as relevant as possible to their language use.

According to Ur (1991:120) the success of students in speaking can be characterized by their actions in learning a language. More over Penny says that successful speaking activities are:

- a. Learners talk a lot

As much as possible of the period of time allocated to the activities is fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- b. Participation is even

Class-room discussion is not dominated by minority of talk active participant. All get a changed to speak, and contribution is fairly evenly distributed.

c. Motivation is high

Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objectively.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to each other, and of an acceptable level of language accuracy.

#### 4. Speaking Ability of Retelling Story

From the definition above, speaking as saying something to express idea, meaning, information and opinion by using ordinary voice to communication so that other people can make sense of what the speaker say. When students do retelling story, it means that they speak and the students have ability to speak and retelling a story.

Retelling story, as part of speaking activities in class, is an effective teaching and assessment tool that enables students to focus on story structure. Retelling story takes place when either the student or the facilitator tells the important details of a story for enjoyment or stressing the focus on comprehension. According to Wahyudi (2013; 51) retelling is an activity done by the students to retell the story obtained from reading, watching and listening. Retelling provides an opportunity for students to

process what they have read, watch and listen by organizing and explaining it to others.

Retelling story activity encourages students to think about stories as they retell them. It helps them learn to tell stories in detail and in sequence, important pre-literacy skills that take time and practice to develop. Retelling story can build students comprehension in certain story given. It requires the reader or listener to reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand.

There are many activities in retelling story activities can be practiced by the teachers, one of them is using visual aids or video. According to Heroman and Aghayan (2013; 10) in Rizqon that retelling stories with visual aids or video and props can be beneficial to English and dual language learners.

There are some advantages of story retelling according to “teach4learning” (2007), those are:

1. To share and create a common experience in story telling in the development of student’s ability to interpret events beyond his or her immediate experience.
2. To introduce the students to oral language patterns. They need wide experience.
3. To contribute to the social and cognitive development through shared experience to feel joy for another happiness or sadness for their misfortunes.

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4. To be an aid in the development of an ethical value system.
5. To introduce well-known tales which all well-informed people should know.
6. To enrich students' vocabulary development.
7. To entertain or amuse the students itself.
8. To help the child appreciate his/her own culture heritage, as well as heritage each other.

On the other hand, wahyudi (2013; 52) state that some of the advantages of retelling story, those are:

1. The students enjoy joining learning activity by reading, watching and listening.
2. The students practice their speaking in real life situation.
3. The students select what she/he wants to read, watch and listen.
4. The students can organize the ideas through his/her reading, watching and listening.
5. The students are easy to develop the ideas because they know what to speak based on his/her reading, watching and listening.
6. The students are fluent to speak since they have read, watch and listen.

#### 5. The Problems with Speaking Activities

Ur in (1996:121) says that, there are some problems faced by the learners in speaking activities:

1. Inhabitation. Learners are often inhibited about trying to say things in a foreign language in the class room: worried about making mistakes,

- fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. The learners have no motive or express themselves beyond the guilty feeling that they should be speaking.
  3. Low or uneven participation. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
  4. Mother – tongue use. If they are talking in small group it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

## 6. Assessing Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill is generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency and comprehension. According to Hughes (2003:131-132) there are some components that should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension.

The scoring process will be done by two raters by using the indicators of speaking skill as mentioned below:

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**Table II.1**  
**Assessing Speaking**

## 1) Accent

Score	Requirement
1	Pronunciation frequently unintelligible
2	Frequent gross error and a very heavy accent make understanding difficult, require frequently repetition
3	“foreign second” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar of vocabulary
4	Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	Native pronunciation with no trace of “foreign accent.”

## 2) Grammar

Score	Requirement
1	Grammar almost entirely inaccurate except in stock phrases
2	Constant errors showing control of very view major patterns and frequently preventing communication
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4	Occasional errors showing imperfect control of some pattern but no weaknesses that causes misunderstanding
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.

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## 3) Vocabulary

Score	Requirement
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

## 4) Fluency

Score	Requirement
1	Speech is no halting and fragmentary that conversation is virtually impossible
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
6	Speech on all professional and general topics as effortless and smooth as a native speaker's



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### 5) Comprehension

Score	Requirement
1	Understand too little for the simplest type of conversation
2	Understands only slow, very simple speech on common social and touristic topics; require constant repetition and rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4	Understand quite well normal educated speech when engaged in a dialogue, but occasional repetition or rephrasing
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Based on explanation above, the writer uses Hughes (2003) opinion to give students' score. Because the writer thinks that the opinion is complete, easy to understand and should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency and comprehension. The scoring process will be done by two raters by using the indicators of speaking ability.

### 7. Cartoon Video

Teacher taught English to students in many ways. Many teachers teach English by using methods, strategies, techniques, and approach. But also there are teacher that using media to deliver the lesson. Cartoon video is a media that can be used by teacher in teaching process. Video is very useful for both the teacher and the learners in language learning activities,

especially in speaking. The teacher is helped by the video as the teaching aid. Then the learners cannot only enjoy the video but also improve their language ability. More interesting the video the teacher shows, it will develop the students interest in learning English.

According to Naylor and Keogh, in Maria Hendrika Van Der Mark (2011) describe concept cartoon as\ cartoon-style drawings which put forward a range of viewpoints about the science involved in everyday situation. Concept cartoon are used for promoting learning across a wide age range and in a variety of settings, both formal and informal.

From the statements above, we can conclude that cartoon can use in a variety of settings, both formal and informal. It means that concept cartoon can use in classroom context to be a material or media in teaching and learning English.

According to Rizqon (2011) Animated or cartoon is sets of moving pictures made by photographing a series of cartoon drawing or sketches, which carry messages or information, emphasize humorous elements and are designed to reach certain objectives. Besides, according to Van Wyk (2011) that cartoon have supposed a potentially valuable contribution in teaching and they have visually impacted all students immediately without discrimination of age or background, are able to respond in some way to educational point being made.

According to Harmer (1985; 282) state that there are some advantages of using video in teaching English. Those are:

- a. Seeing language in use. One of advantages of video is that students not only hear language but also see it. By seeing video, students can analyze gestures, paralinguistic, and expression that give valuable meaning clues to students and help them to see beyond what they are listening. Then students can interpret the video in text or speech.
- b. Cross- culture awareness. Video allows students to look at situations for beyond their classroom. This is especially useful in students want to see, for example, typical British „body language“ when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.
- c. The power of creation. When students use video cameras themselves they are given a potential to create something memorable and enjoyable.
- d. Motivation. For all reasons that have been motivated above, most students show an increased level of interest when they have a change to see language in use as well as hear it

Based on the theories above, it can be concluded that cartoon video is kind of media that can be useful in teaching and learning English as second language process. Cartoon video can attract students' attention, so that it can develop their motivation in learning English. It is clear that cartoon video is liked by the students. It arouses considerable interest,

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motivated and encourages the learners to communicate because it is the combination between language practice and interesting material or media.

### **8. Using Cartoon Video on Students Speaking Ability in Retelling Story**

Nowadays, there are many ways to motivate the students to speak English and one of them is using media in teaching and learning process that is Cartoon Video. The video is interesting and can attract students' attention so that they motivated to learn. It is also help them to understand the material. Harmer (1985; 282) points out some advantages of using video, those are; seeing the language use, cross culture- awareness, make the creation, and also motivated. According to Van Wyk (2011) in ukessays.com that cartoon have supposed a potentially valuable contribution in teaching and they have visually impacted all students immediately without discrimination of age or background, are able to respond in some way to educational point being made.

The other advantages of cartoon video on students' speaking ability of story retelling is the students' are more easy to develop their ideas when done the presentation or retelling in the class. That is because the cartoon video can make them motivated and enjoy while learning process.



## B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'i, 2013:94). Hence, it is essential to observe a few previous researches in order to have relevancies to the research. What is more; the relevant research is presented to provide the empirical support of this research. In line with this, the writer took relevant research that has been researched by the previous researcher.

As the matter of fact, there are some previous researchers regarding with effect of using Cartoon or animated Video or Film. One of which was conducted by Ahmad Rizqon entitles the "The Use of Animated Film in Teaching of Story Retelling at The Eight Grade Students of MTs Husnul Khatimah Semarang The Academic Year of 2010/2011". In research, Ahmad Rizqon interested in knowing the improving students' speaking skill by using cartoon video to eight grade students of MTs Husnul Khatimah Semarang the academic year of 2010/2011. The conclusion of this research found the data had been collected by using test, it was found that t-test was (4.133), whereas the t-table was (1.66) for  $\alpha = 5\%$ . The t-test score was higher than the t-table ( $4.133 > 1.66$ ). It was meant that  $H_a$  was accepted while  $H_o$  was rejected. Since t-test score was higher than the t-table, animated film was effective medium in improving students' speaking skill in retelling story in Madrasah Tsanawiyah Husnul Khatimah Semarang.

Based on research above, the writer is also interested in carrying out the research entitled "The Effect of Using Cartoon Video on the Speaking Ability



in Retelling Story of Second Grade Students at State Islamic Junior High School Naumbai Kampar Regency. The problems which are not discussed yet in the previous research is discussed in this research. This research is an experimental study in which the writer applied Cartoon Video on Students' Speaking Ability in Retelling Story.

### C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'I (2007:122) that all related theoretical frameworks, can be operate in the operational concept. There are two variables; X variables and Y variables. Independent variable or X variable of this research is Cartoon Video and dependent variable or Y of this research is the speaking ability in retelling story of second grade students.

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or X variable of which Cartoon Video can be seen as follows:

1. The teacher gives the students a cartoon video.
2. The teacher asks the students to watch the full cartoon video.
3. The teacher pauses and plays the video.
4. The students discuss about the video.
5. The teacher guides the students how to retell the story in front of the class.

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6. The teacher asks the students to retell what had they seen in front of the class.

Then according to Hughes (2003:131-132) the indicators of students' speaking ability as dependent or Y variable can be seen as follows:

1. The students can speak English with suitable grammar.
  - a. Grammar almost entirely inaccurate except in stock phrases.
  - b. Constant errors showing control of very few major patterns and frequently preventing communication.
  - c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
  - d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
  - e. Few errors, with no patterns of failure.
  - f. No more than two errors during the interview.
2. The students can speak English with good pronunciation.
  - a. Pronunciation frequently unintelligible.
  - b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
  - c. "Foreign accent" require concentrate listening, and mispronunciations lead to occasional misunderstanding apparent errors in grammar or vocabulary.
  - d. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.

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- e. No conspicuous mispronunciation, but would not be taken for a native speaker.
  - f. Native pronunciation, with no trace of “foreign accent”.
3. The students can speak with appropriate words.
    - a. Vocabulary inadequate for even the simplest conversation.
    - b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
    - c. Choice of words sometime inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
    - d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
    - e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
    - f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
  4. The students can speak English fluently.
    - a. Speech is to halting and fragmentary that conversation is virtually impossible.
    - b. Speech is very slow and uneven except for short or routine sentences.
    - c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.



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- d. Speech is occasionally hesitant, with some unevenness cause by rephrasing and grouping for words.
  - e. Speech is effortless and smooth, but perceptively non-native in speech and evenness.
  - f. Speech on all professional and general topics as effortless and smooth as a native speaker's.
5. The students are able to express their ideas to others by comprehending spoken language.
    - a. Understand too little for the simplest type of conversation.
    - b. Understand only slow, very simple speech on common social and touristic topic requires constant repetition and rephrasing.
    - c. Understand careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing.
    - d. Understand quite well normal educated speech when engaged in a dialogue, but require occasional repetition or rephrasing.
    - e. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
    - f. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

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## D. Assumption and Hypothesis

### 1. Assumption

In this research, the writer assumed that the students in the experimental and the control classes have different result. The experimental class has better ability in oral communication than control class.

### 2. Hypothesis

**H<sub>0</sub>** : There is no significant effect on speaking ability in retelling story of second grade students at the State Islamic Junior High School Naumbai Kampar Regency taught by using Cartoon Video.

**H<sub>a</sub>** : There is significant effect on speaking ability of retelling story of the second students grade at the State Islamic Junior High School taught by using Cartoon Video.