The Use of Animation Videos to Improve Students' Speaking Skill

Cut Irma Yunda Ramadhani*1, Sofyan A. Gani 1, and Nira Erdiana1

1Syiah Kuala University, Banda Aceh

*Corresponding author: cutirmayunda@gmail.com

Abstract

The objective of this study is to figure out whether the use of animation videos improve students’ speaking skill to the second-year students at SMP Negeri 16 Banda Aceh. The method of this study was quantitative research (experimental study) with one group pre-test and post-test design. The sample of this research was one class at VIII-1 which consists of 30 students. The researcher used simple random sampling to determine the sample. The researcher used an oral test to collect the data about giving a dialogue (an expression to invite someone) with their partner. In analyzing the data, the researcher used a statistical formula to measure the data. The calculation result showed that the mean score of students’ pre-test score was 21 and the mean score of the post-test was 41. Then, the t-score was 4.89 and the t-table was 2.045. It can be seen that the t-score was higher than the t-table. In conclusion, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. As a result, the use of animation videos in learning English improves students speaking skills.

Key Words: Animation Videos, Speaking Skill

1. INTRODUCTION

Speaking skill is one of the language skill that must be master by the students. Students interact more frequently in the classroom, so they have to be better at speaking skills. Maryam and Reza (2014, p. 9-13) defined that speaking is one of the students' abilities that mostly will be assessed in the real-world context. Speaking skills should be taught and practice in the language class to enable students to speak or communicate in the target language. It means that speaking is one of the language skills that must be taught, it is important for students if they want to speak fluently. Furthermore, based on the Indonesia national curriculum 2013, junior high school students must be able to interact more active and creative in the classroom so, the teacher should be able to make the teaching and learning process to be better. According to core competence 3.4, students at second grade should be able to speak in five aspects of speaking about dialogue expression to invite someone. Unfortunately, the researchers found that most students still faced some problems in speaking skills. Based on a preliminary study conducted by the
researcher on October 10\textsuperscript{th}, 15\textsuperscript{th}, 17\textsuperscript{th}, 22\textsuperscript{nd}, and 24\textsuperscript{th} 2019 at SMPN 16 Banda Aceh. The researchers gave the students a speaking test by used dialogue which include all aspect of speaking. From the result of the test, the researcher found that the students still had problem in speaking skills. Students were often made mistake is speaking because they need to fit the structures and vocabulary. Students spoke in incorrect pronunciation. Also, the students speak haltingly. Therefore, the researcher is interested in solving these problems.

Regarding the problems above, the researcher chose to use the animation videos to improve students speaking skills. According to Lowe (2004, p. 558), animation can help the process of receiving information of content easier to understand. By using this kind of technique it will encouraged students to improve their speaking ability and can engage the students to be more active, creative and motivated in learning process. Moreover, Harrison and Hummel (2010, p. 21-22) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials. This technique can guide the students to be more active and motivated and to make teaching and learning process more interesting and enjoyable.

In addition, the result of this study has resembled the study conducted by Farizawati (2017) that stated using animation videos gave significantly different improvements on students’ speaking skill and it helped students’ to improve their speaking ability also will give better result on students’ speaking skill. Another study conducted by Yulianti (2017) the result showed that the mean score of pre-test was 11.70 and the mean score of post-test was 13.60. it showed that there is an improvement in students' speaking ability after being exposed to animation video. Based on the explanation above, the writers formulated the question as follow : Does the use of animation videos improve students’ speaking skills through dialogue to the second grade of junior high school 16 Banda Aceh?

2. LITERATURE REVIEW
2.1 The Definition of Speaking

Brown (2000, p. 9) speaking is not a single skill, rather speaking is an interactive process of contraction meaning that involves producing, receiving, and sharing information. In other words, speaking is an ability to make the students can convey and express their ideas orally. There are five aspects of speaking in language learning discussed in this study such as grammar, vocabulary, comprehension, fluency, and pronunciation.

The first is grammar. Brown (2000, p. 36) stated that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. Making use of grammar making someone understand the term of the use of a sequence of tenses, agreement, and pronoun during speaking activity. The second is vocabulary. Vocabulary is a kind of word that has the meaning when it is used such as in speaking, listening, writing, and reading. According to Hornby (1989, p. 289) vocabulary is a total number of words that make up a language. The third is comprehension. Harmer (1998) said that if two people want to make communication with each other, they have to speak because they might have different information. It means that comprehension is the understanding between speaker and listener to get information in communication in the same language. The fourth is fluency. Zulfiqar and Tahir (2011, p. 4) defined that fluency as the ability to converse with other much more than the ability to read, write or comprehend oral
language. And finally the fifth is pronunciation. Nation and Newton (2009, p. 76) pronunciation includes the articulations of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting and stress and intonation.

2.2 Animation

Heinich et al, (1982, p. 193) animation is a technique in which the film maker gives motion to otherwise inanimate objects. The researcher defines animation is a content that has an illustration image drawing and it put into a moving image. Animation is made by photographing a series of cartoons or animation pictures and then illustrated by a computer to create colour and sound.

2.3 Steps in Teaching Speaking by Using Animation Videos

An English teacher should have sufficient understanding about the approaches as well as teaching methodology in teaching speaking. The Technique should be used appropriately and in line with the approach and also the method that has been chosen (Khomaini, Daud, Erdiana (2018, p.212). Similarly, animation videos has also approach, steps and procedures. The Steps and procedures of implementing Animation videos technique is promoted by Harmer (2006). He offered the following steps:

1. Fast Forward
   The EFL teachers can present the video to the students by playing it for a few seconds and the fast it forward. Those activities should be repeated until the end of the video. Then, the researcher ask the students to share what information they got from the video. In this case, the students can guess what they're talked about.

2. Silent Viewing
   In this step, the teacher can play the video without any sounds. The video is presented silently without any information. In this case, the students’ abilities to predict the information are required.

3. Freeze Framing
   Next step, the teacher stops the video several times. The students need to encourage to deliver their idea when the video is stopped. It will be more effective to guide the students in understanding the situation and also can predict what will happen next after seeing some parts of the video.

4. Partial Viewing
   Last step, it is also a way to encourage the students’ curiosity because it let the students see a part of the video and asked them to predict what kind of information they will gather.

3. METHODS

The method used in this research is qualitative method. Muijs (2004, p.1) stated that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic). So, the technique is used to get the data that is related in teaching speaking. In this research, the approach that is used by the researcher is an experimental study with true experimental design type of pre-test and post-test.

The population of this research is the second year students of SMPN 16 Banda Aceh. In this research, the researcher used simple random sampling. There are 5 classrooms for the second grade students. Each class consists of 20 to 25 students while the samples of this research being selected as an experimental class. To determine the sample, the researcher wrote the entire name of the classes on
some papers and then the researcher mixed and choose on paper to choose the class as the sample of this research.

In this research, the researcher needed various data that should be obtained from a number of students at SMPN 16 Banda Aceh. To collect the data, the researcher used a test as an instrument. The researcher gave pre-test, treatment, and post-test. Meanwhile, the instrument used to elicit the data in relation to students’ speaking performance is an oral test. In this research, the researcher collected the data with three procedures. The researcher started with given pre-test, treatment and, post-test. The researcher took 5 meetings and it took about 80 minutes for each meeting. In the first meeting, the researcher gave pre-test about about dialogue orally. The researcher gave three days of treatment to the students in experimental class. In the first treatment, the researcher started to implementing the use of animation videos technique by using step in teaching speaking with the first video and the researcher also explained about the topic. In the second treatment, the researcher showed the second videos and asked the students sit in pairs and did roleplay based on the animation videos they have watched in front of the class. In the last treatment, the researcher asked the students to sit in pair and create their own dialogue and perform it in front of the class. The last, the researcher gave post-test to the students to see their progress of students’ speaking skills.

To analyze the data, the researcher used a statistical formula to collected the data. The components of the formula namely mean score, standard deviation, hypothesis testing, the range, the amount of interval class, the length of interval class and table of score distribution.

4. RESULT AND DISCUSSION
4.1 Results

The researcher presented the research result by showing the data in the form of the table and figure whereas the analysis of data was calculated by suing some statistical procedures. The research was conducted for 30 students in the class VIII-1 at SMPN 16 Banda Aceh. The research began from October 10th, 2019 to October 24th, 2019. The researcher used a mobile phone to record the data and analyzed the data for pre-test and post-test. The result of students’ pre-test and post-test score could be seen as follow:

The researcher gave pre-test for the students in the first meeting on October 10th, 2019 before applying animation videos technique to measure the students’ ability in speaking skill. In the table below, the researcher presented the frequency distribution of pre-test score.

**Table 4.1 The Frequency Distribution of Pre-Test**

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency (i)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>20</td>
<td>67%</td>
</tr>
<tr>
<td>21-24</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>25-28</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>29-32</td>
<td>3</td>
<td>10%</td>
</tr>
</tbody>
</table>
Based on the frequency distribution of pre-test above, the researcher shows the result of the students’ pre-test score in the following chart below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency (i)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-25</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>26-34</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>35-43</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>44-52</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>53-61</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>62-70</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4.1 Students’ Pre-Test Score

Figure 4.1 above describes that the highest score in interval 33-36 was obtained only by two students, and the lowest score in interval 17-20 was obtained by twenty students.

The researcher gave post-test to the students in the last meeting on October 24th, 2019 after applying animation videos technique. The researcher presented the frequency distribution of post-test score in the table below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency (i)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-25</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>26-34</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>35-43</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>44-52</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>53-61</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>62-70</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the frequency distribution of post-test above, the researcher shows the result of the students’ post test score in the following chart:
The chart shows the lowest score in interval 17-25 was reached by six students, and the highest score in interval 62-70 was reached by three students. It means that the students have made improvements after practicing their speaking ability by applying animation videos technique.

Mean score is an important part to measure the students’ pre-test and post-test scores. The result showed that the mean score of pre-test was 21 and the mean score of post-test was 41. The result showed that there is a difference in the students’ pre-test and post-test score. It can be seen from the chart below.
From the result above, it can be concluded that the students' score of pre-test increased after the researcher applying animation videos in teaching speaking ability.

![The Mean Score in Aspect of Speaking](image)

**Figure 4.5. The Mean Score in Aspect of Speaking**

From the result above, the speaking skill achieved by students in pre-test and post-test scores on five aspects of speaking namely; grammar, fluency, pronunciation, vocabulary, and comprehension. The figure showed that the average score of the post-test in each aspect of speaking increase than the average score of the pre-test. The students improved their speaking skill after the researcher implementing animation videos as teaching media in teaching speaking.

### 4.2 Discussion

This research examined the use of animation videos to improve students’ speaking skills. The findings of the research proved that there was statistically differences in students achievement in speaking skill before and after using animation videos as a media in teaching speaking. As expected, applying animation video as a medium could improve students' ability in speaking skills that had been successful in the experimental class. This research also has successfully helped the students solving their speaking difficulties.

The use of animation videos was expected to help the students to improve their speaking ability. From the data analysis of this research, there is a positive effect of applying animation videos as a medium at the second-grade students of SMPN 16 Banda Aceh. Based on the data analysis, the researcher found that the mean score of the pre-test was 21 and the mean score of post-test was 41. Then, the t-score was 4.89 and the t-table was 2.045. Therefore, the alternative hypothesis ($H_a$) was accepted and the null hypothesis ($H_0$) was rejected.

In addition, the result of this study has resembled to the study conducted by Farizawati (2017) that stated using animation videos gave significantly different improvements on students' speaking skills and it helped students' to improve their speaking ability also will give better result on students' speaking skills. According to Farizawati, the result of the studies showed that the score of the experimental class was 26.38 and the score in the control class was 11.38. it showed the difference score in the experimental class was higher than the control class. In other research, Hamdan (2019) stated that using animation videos as teaching medium that can make the students interested and enjoyable in the learning process and the students more correctly and clearly. Moreover, this technique also helped the teacher to solve the problems in the teaching and learning process.
Using animation videos as media also could improve students speaking ability by imitating how to produce the correct pronunciation, how to speak in appropriate intonation and the way to express the utterances. The students also could easily identify some expressions in the animation videos and understand the content of the video. They also could use the expression in the real context. Moreover, the students became more active in the classroom and doing any activities. The students were also confident in presenting their ideas orally. The students also enjoy, enthusiastic and excited learned by watching animation videos. It can be seen that the use of animation videos could give a positive impact on learning English especially in improving students ability.

5. CONCLUSION AND SUGGESTIONS

To conclude, the researcher found that the use of animation videos gave the students a useful media in learning speaking. They could watch and listen to some expressions shown in animation videos. Moreover, the use of animation videos could improve students ability in learning speaking. Also, the students could focus on learning the expressions by watching animation videos and made the classroom more enjoyable and excited when teaching and learning.

Regarding to this research, the researcher would like to propose some suggestions. For the teachers, it can develop teacher’s understanding by using this kind of media to make the process of teaching and learning especially in speaking better. Also, English teachers need to design various activities to be implemented after playing animation videos. The teachers also should be more creative in implementing this technique to make the teaching and learning process better. For students, it is expected to be a solution for those who are lack in speaking skills. Also, it can be an interesting medium for students to improve their speaking ability. The students also could feel the difference in learning.

6. REFERENCES


