



Animation Movie Video as Media in Teaching Speaking Skill

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Abstrak

Penelitian ini mengkaji efektivitas penggunaan film animasi sebagai media untuk meningkatkan keterampilan berbicara siswa, khususnya dalam aspek kosakata dan pelafalan. Hasil penelitian menunjukkan peningkatan yang signifikan dalam performa berbicara siswa, yang dibuktikan melalui perbandingan skor pre-test dan post-test. Rata-rata skor meningkat dari 51,77 pada pre-test menjadi 83,87 pada post-test, menegaskan dampak positif pendekatan film animasi ini. Analisis statistik menggunakan uji t sampel berpasangan juga mendukung temuan ini, dengan nilai p sebesar 0,000, yang menunjukkan signifikansi pada tingkat 0,05 ($p < 0,05$). Hal ini mengonfirmasi penolakan hipotesis nol (H_0) dan penerimaan hipotesis alternatif (H_1), sehingga validitas efektivitas intervensi terbukti. Penggunaan film animasi terbukti menjadi strategi yang tepat dan bermanfaat dalam proses pembelajaran, karena membantu siswa memahami pelafalan dan menghafal kosakata. Temuan ini menyarankan bahwa film animasi dapat digunakan secara efektif sebagai media pembelajaran keterampilan berbicara, terutama dalam meningkatkan pelafalan dan penguasaan kosakata. Dengan demikian, penelitian ini menyimpulkan bahwa integrasi film animasi dalam proses pembelajaran secara signifikan meningkatkan kemampuan berbicara siswa.

Kata Kunci: Film Animasi, Keterampilan Berbicara, Kosakata, Pelafalan, Media Pembelajaran, Pembelajaran Bahasa

Abstract

This study investigates the effectiveness of using animation movies as a medium to improve learners' speaking skills, focusing particularly on vocabulary and pronunciation. The findings demonstrate a significant improvement in learners' speaking performance, as evidenced by the comparison of pre-test and post-test results. The mean score increased from 51.77 in the pre-test to 83.87 in the post-test, highlighting the substantial impact of the animation movie approach. Statistical analysis using a paired-sample t-test further supports these results, with a p-value of 0.000, indicating significance at the 0.05 level ($p < 0.05$). This confirms the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1), validating the effectiveness of the intervention. The use of animation movies proved to be an appropriate and beneficial strategy in the teaching and learning process, as it enhances learners' ability to understand pronunciation and memorize vocabulary. The findings suggest that animation movies can serve as an effective medium for teaching speaking skills, particularly in improving pronunciation and vocabulary acquisition. Consequently, the study concludes that incorporating animation movies into the learning process significantly boosts learners' speaking proficiency.

Keywords: Animation Movie, Speaking Skill, Vocabulary, Pronunciation, Teaching Media, Language Learning

Introduction

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot' as cited in (Putra, 2017). In everyday life, speaking is required to express message, fact, opinions, and even emotions. Therefore, it's crucial for students to develop proficient speaking skills in order to achieve the goal of learning English (Rasyid et al., 2022). In junior high schools, speaking skills are one of the four essential components of English education. However, teaching English speaking in Indonesian junior high schools presents challenges. English is a foreign language not commonly used in students' daily lives, necessitating comprehensive instruction in pronunciation, vocabulary, and grammar to develop proficiency in spoken English.(Mustikawati, 2013). However, many junior high school pupils struggle with their speaking skills. They struggle to produce appropriate English utterances and lack confidence in their ability to speak English. However, if students practice continuously with classmates in the classroom, an English teacher, or another teacher who speaks English, they may be able to improve their speaking abilities. The goal of speaking ability is to improve conversation skills, vocabulary mastery, grammar, correct pronunciation, English phrases, and auditory training so that the speaker's message may be easily received (Syahrir et al., 2021).

According to Richard and Renandya (2002), one strategy to encourage pupils to talk is to provide them with extensive exposure to actual language through audiovisual stimuli and chances. There are numerous reasons why videos can be utilized to teach public speaking. First, the video has audiovisuals that students will find interesting. Second, it delivers authentic content with suitable pronunciation and vocabulary for students to apply their study. Third, the film depicts a suitable conversational atmosphere, and the speaker's body language is appropriate for the audience. Additionally, the film enhances students' cultural knowledge of English (Nuraeni & Hadi, 2019). However, some learning media stood out in this study because they addressed speaking ability enhancement in a much more precise manner, notably by enhancing students' pronunciation. Duolingo, one of the most popular foreign language learning programs, incorporates audio of every single text in each question in online sessions, allowing users to

freely replicate the sound (Laila Mahmuah, 2015). Twitter and Telegram have been demonstrated to be beneficial in improving student pronunciation.

Because this type of media allows pupils to learn through multiple sensory channels, it is believed that the language learning process will be more fruitful and encouraging for pupils. According to (Kayaoğlu et al., 2011) recognized that "the arrival of high-powered multimedia kept the student close to authentic circumstances where learning involves listening, seeing, reflecting, acting, and participating." Unlike traditional teaching approaches, using cinema or animated movies in the classroom stimulates both visual and aural memory. Today, there are numerous movies that pupils would love (L et al., 2024). Movies are now widely available in cinemas, on platforms such as Youtube, or as videotapes that can be purchased, making them an accessible resource for students to improve their pronunciation because actors and actresses can demonstrate how a word should be pronounced correctly, and students can mimic how the actors or actresses of western movies pronounce the word (Yudar et al., 2020) . This research aimed to demonstrate how a movie might assist students enhance their speaking skills.

Based on these explanations, the researcher assumes that pupils are expected to learn to talk through media, particularly animation movies. Hopefully, the pupils speaking abilities can be strengthened through the use of cartoon movies. In this study, the researchers elevated the title : Animation Movie Video As Media in Teaching Speaking Skill At 9th Grade Of Junior High School 2 Pinrang.

Research Method

This chapter provides a comprehensive overview of the methodological framework employed in this study, ensuring a clear pathway from research objectives to actionable insights. The section begins by elaborating on the research design, outlining the chosen approach and its rationale, aligning it with the study's overarching goals(L., 2022). The design serves as the foundation, detailing whether the study adopts a qualitative, quantitative, or mixed-methods approach, and how this choice supports the depth and reliability of the findings. The chapter delves into the population and sample, providing a detailed description of the target group from

which data is collected. It explains the criteria for selecting participants, the sampling techniques utilized, and the steps taken to ensure representativeness and minimize bias. This ensures the results can be generalized or provide meaningful insights into the specific context being studied. The discussion then moves to the research instruments, where the tools and techniques for data gathering are thoroughly described. Whether surveys, interviews, observational checklists, or standardized tests are employed, this section emphasizes their validity, reliability, and suitability for addressing the research questions. Following this, the data collection procedures are outlined step by step, providing a transparent account of how, when, and where data was gathered. Ethical considerations, such as informed consent and confidentiality, are also highlighted to ensure adherence to research ethics (L et al., 2023). Finally, the chapter addresses data analysis techniques, detailing the statistical or thematic methods used to interpret the collected data. This includes justifications for selecting specific analysis tools and how they align with the study's objectives.

Research Design

This subsection contains author(s)'s statements regarding the design of the research selected from one of three approaches in conducting a research, i.e. qualitative, quantitative, or mixed research. Each approach offers various research designs for various research designs. For example, in quantitative study, there are pre-experimental, true-experimental, and quasi-experimental research designs. Meanwhile, qualitative and mixed methods offer other designs. This subsection should be part of section about method. Hence, it also provides brief description of variables of the study.

Creating a research strategy is an important part of the research process. The research design refers to a study's plan or approach to data collection and analysis. A good study design ensures that the information acquired is relevant, produces trustworthy results, and can be used to derive acceptable conclusions. Something must adhere to relevant norms and standards for validity and reliability, be scientific and methodical in its approach and procedures, and can be labeled research.

Any successful research effort requires an adequate research design. This is a tactic a researcher employs before starting data collection to legally accomplish the study objective. In order to provide pertinent answers to research questions at the lowest feasible cost, the main goal of research design is to translate a research topic into data for analysis. The study demonstrates that adopting a research design is guided by a thorough analysis of the problem statement, research questions, conceptual and theoretical framework, and relevant literature (Asenahabi, 2019). This research uses a quantitative research design as its approach.

This is a experimental research. This type of experiment is a preexperimental research design with one group pre-test and post-test. In this pre experimental study, there was no random assignments for subjects or groups in the absence of a control class (Ary, 2013, p.303). According to the study's design, a sample group must get treatment. The use of video animation to improve pupils' speaking abilities is the treatment in this study. Three (three) steps must also be followed by researchers when applying the independent variable in this research design study: 1) a pre-test measuring the dependent (Y variable), 2) the application of the variable independence/experimental treatment for the research subject, and 3) a post-test measuring the dependent (variable X). After three stages of implementation, differences in the pre-test and post-test results were evaluated and compared in the form of scores (Ary, 2013, p.303).

Pre-test	Treatment	Post-test
(O1)	X	(O2)

Population and Sample

Population is the whole object of research (Arikunto, 2010, p.173). A population is a region of generalization composed of items or persons with specific quantities and features set by researchers to be researched and then withdrawn the conclusion. During the investigation, the researcher considered the population of the ninth-grade students at SMPN 2 PINRANG. This study's sample consists of only one class designated as an experimental class. In selecting the sample, the researcher utilized a convenience sampling strategy.. According to Gay and Petter Airasian (2000, p. 141), convenience sampling

(also known as availability sampling) is a specific type of nonprobability sampling method that relies on data collection from population members who are conveniently available to participate in the study. Convenience sampling is the process of selecting respondents who are "convenient" for the investigator. They could be gathered by just asking people who happen to be in the street, a public building, or a workplace, for example. There is absolutely no pattern in the process of obtaining these responses. Because it is believed that people are being stopped "at random" (haphazardly), the idea is sometimes conflated with "random sampling." But whereas the proper definition of random sampling—selecting possible responders or participants from a sampling frame using random numbers—usually produces a statistically balanced population selection, a convenience sample has a very high level of bias. I selected this sampling strategy because, after interviewing one of the English teachers at the school, she stated that only one class could be used as a research class because it would not interfere with other class hours of learning. Moreover, one class has reached 31 people. Therefore, the researcher was used class IX.1 of a research sample.

Instruments

The test used as the instrument for this study. The test was given twice, before and after treatments. For learning process the researcher using animation movie as a media. The pre-test was intended to know initial speaking skill of the sample and the post-test was intended to check whether the task had an impact or not toward students' speaking skill. Pronunciation and vocabulary were the two areas of speaking that the researcher scored on.

Pre-test administered before giving treatment, while the post-test was given after treatments. The treatments given by the researcher was about reading the text from the textbook to know the students pronunciation skills. The researcher asked students to watch and listen to the animation movie for three until ten minutes. For the test, students were given several minutes to answer the question on the paper that given by the researcher.

Data Analysis

The pre-test was administered at the beginning of the study to assess the baseline speaking skills of the ninth-grade students in class IX.1 at SMPN 2 Pinrang. This initial test served as a diagnostic tool to determine the students' existing knowledge and abilities in spoken English prior to the introduction of the treatment. During the pre-test, students were asked to perform specific speaking tasks, such as introducing themselves, describing a simple topic, or responding to basic questions in English. These tasks were designed to evaluate key aspects of speaking proficiency, including pronunciation, fluency, vocabulary, grammar, and confidence in using English.

The treatment was designed to introduce and integrate the use of English animation movies as an innovative and engaging instructional tool for improving students' speaking skills. This phase was carried out systematically over several sessions to maximize its impact on the students' learning outcomes. During the treatment, students were exposed to selected English animation movies chosen for their suitability in language learning. These movies included dialogues with clear pronunciation, appropriate vocabulary, and relatable storylines, ensuring they aligned with the students' proficiency level. The treatment involved watching and Listening, Interactive Discussions, Role-Playing, Speaking Drills

The post-test was conducted at the end of the treatment phase to measure the progress and improvement in the students' speaking skills after participating in the intervention using English animation movies. Similar to the pre-test, the post-test involved structured speaking tasks. However, these tasks were designed to reflect the themes and vocabulary introduced during the treatment, allowing the students to demonstrate their enhanced skills in a familiar context. Students were assessed on the same criteria as the pre-test, including pronunciation, fluency, vocabulary, grammar, and confidence. The comparison between the pre-test and post-test results provided a clear indication of the effectiveness of the treatment in improving students' speaking abilities

Result and Discussion

The findings are analyzed and described then discussed in this section to get the results of this study. The following are the results of

experiments and documentation that researchers conducted Following the test, the researcher examined each student's pre- and post- test results. The learners' score scoring categorization was displayed in table

No.	Classification	Score	Frequency	Percentage (%)
1	Very good	86-100	-	-
2	Good	71-84	-	-
3	Fair	55-70	11	35,5%
4	Poor	41-54	20	64,5%
5	Very poor	< 40	-	-
Total			31	100%

Table 1. percentage of scoring learners' post test

Table 1. showed that learners' result score for experimental class (pre test). From the table it could be concluded that learners' achievement in pre test above the score classified 11 (35,5%) learners' were classified into fair, 20 (64,5%) learners' were classified into poor. and 0 (0%) learners' were classified into good, very good and very poor.

No.	Classification	Score	Frequency	Percentage (%)
1	Very good	86-100	8	25,9%
2	Good	71-84	22	70,9%
3	Fair	55-70	1	3,2%
4	Poor	41-54	-	-
5	Very poor	< 40	-	-
Total			31	100%

Table 2. percentage of scoring learners' post test

Table 2. showed that learners' result score for experimental class (post test). From the table it could be concluded that learners' achievement in post test above the score classified 8 (25,9%) learners' were classified into very good, 22 (70,9%) learners' were classified into good, 1 (3,2%) learners' were classified into fair, and 0 (0%) learners' were classified into poor and very good. from the two tables above, it can be concluded that learners' speaking skills have increased because most of the learners' scores have increased. this shows that learners' speaking skills can be improved by using animation movie.

1. The mean score and standard deviation of the learners' test result.

The discussion in this part focuses on the claim that the speaking skill of the learners' differs before and after treatment. There was a significant difference between the pre- and post-test mean scores for test class X.1. The findings of the test were presented in the following table 3.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
ST	PRETE	51,77	31	5,70795	1,02518
	POSTT	83,87	31	7,15422	1,28493
EST		10			

Paired Samples Test					
		Paired Differences 95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
P	PRETEST -	-	-	-	-
air 1	POSTTEST	29,88710	29,665	30	,000

Table 3. the mean score and standard deviation of Learners'test

Table 3. indicated that there were a total of 31 learners, with a pre-test mean of 51,7742 and a post-test mean of 83,8710. The pre-test standard deviation was 5,70795, while the post-test standard deviation was 7,15422. Thus, it was evident that the learners' results on the pretest and posttest differed. Learners' score was improve in post test. In other word, learners' speaking skill was improve after giving treatment. It means that there was significant effect of animation movie as a media in teaching speaking skills of ninth-grade student of SMPN 2 PINRANG

1. Probability value (p-value)

Inferential analysis was used to examine the presented hypothesis. In this instance, the researchers used the SPSS 25.0 software for Windows evaluation version to conduct paired sample t-test analysis. The aim of the study was to determine whether there was a difference in the mean score of learners' before and after the test. The calculating was shown as follow :

Paired Samples Correlations				
		N	Correlati on	Sig.
Pai	PRETEST &	31	,581	,001
r 1	POSTTEST			

Paired Samples Test					
		Paired Differences			95% Confidence Interval of the Difference Lower
		n	Mea	Std.	
			Deviation	Error Mean	
P	PRETEST -	-	6,0241	1,0819	-
air 1	POSTTEST	32,09677	4	7	34,30645

Table 4. paired differences sample t- test

Discussion

The use of animation movia as a media might improve learners' speaking skill, particularly in vocabulary and pronunciation. This was evident from the study's comparison of the pre- and post-test results. Consequently, it makes sense to conclude that students may decide to use animation movie as a media to improve their speaking skills. The learners' test's mean score (pre- and post-test) provided support for it. Compared to the pre-test score of 51,7742, the post-test mean score is 83,8710 greater. The information in the the previous section shows that teaching speaking skill using the media was more successful than teaching it without the use animation movie.

In other side, based on the result of data analysis in the table 4.4 paired differences sample t- test, the researcher found that p- value was lower than α ($0.000 < 0.05$). this means that H_0 was rejected and H_1 was accepted, on significant level of α 0.05. it showed that implementation of animation movie had the good effect to the students' speaking skill

Using the animation movie as a media was an appropriate strategy to implement in the

teaching and learning process. This technique has a positive effect on learners' accomplishments because it helps them understand the pronunciation they have heard and memorize the vocabulary they have seen.

That defense leads to the conclusion that the animation movie can be applied as a media in the teaching process, particularly in pronunciation and vocabulary skill. Additionally, this method improves learners' speaking skill proficiency. It is founded on the findings of this study. After applying the aniomation movie approach, the learners' scores improved.

Conclusion

Based on the results of the research that has been conducted by researchers, the following conclusions can be drawn:

1. Using animation movie as a media can improving learners' speaking skill in nineth grade of SMPN 2 PINRANG. The p-value was lower than α ($0.000 < 0.05$). This means that H_0 was rejected and H_1 was accepted. From these calculations, it can be conclude that animation movie give the significant effect of learners' achievement.
2. Using animation movie media as an English learning tool, especially in improving pronounviation and vocabyulary. As a result, this method will make it easier for them to understand and remember the material. In addition, this method can also improve reading, writing, speaking and listening skills.

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