# IMPROVING STUDENT'S SPEAKING SKILL TROUGHT ANIMATION MOVIE AT SIXTH GRADE SDN 002 UJUNGBATU KABUPATEN ROKAN HULU PROVINSI RIAU

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**ABSTRAK**

Penelitian ini bertujuan untuk memecahkan masalah yang ditemukan dalam studi pendahuluan. Masalah penelitian yang dirumuskan adalah "Bagaimana film sebagai media meningkatkan keterampilan berbicara?" Penelitian ini dilakukan di SDN 002 Ujungbatu, dengan jumlah lima belas siswa . Penelitian ini difokuskan pada peningkatan kemampuan berbicara siswa dengan menggunakan film sebagai media. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK ) sebagai metode penelitian. Subjek penelitian ini adalah siswa kelas enam SDN 002 Ujungbatu yang terdiri dari lima belas siswa. Langkah-langkah prosedur penelitian, yaitu: Pendahuluan ( perencanaan , pelaksanaan, observasi , dan refleksi ) dan analisis data. Analisis data yang digunakan data kuantitatif yang diperoleh dari tes. Peneliti menggunakan scoring rubrik untuk mengukur hasil kemapuan siswa, dan kemudian menghitung nilai rata-rata.

**Kata kunci** : *Keterampilan Berbicara, Film animasi sebagai media, dan Penelitian Tindakan Kelas.*

This study aimed to solve the problems that were found in preliminary study. The research problem that was formulated "How can movie as media improve the speaking skill?" This research was conducted in SDN 002 UJUNGBATU, and the numbers of students were fiffteen. This research focussed on improving students' speaking achievement by using movie as media. This study used Classroom Action Research (CAR) as the research method. The subject of this study was the sixth grade students of SDN 002 Ujungbatu that consist of fifteen students. The steps of research procedure, they were: preliminary study (planning, implementing, observing, and reflecting) and data analysis. The data analysis used quantitative data that was obtained from the test. The researcher used scoring rubric to measure the students' score, and then calculate the mean score.

**Key words:** *Speaking Skill, Movie As Media, and Classroom Action Research.*

## 1. Background of the problem

English is a subject that esenstial to be learned, because most of the information and technology are using English, for example in education, commerce, and daily activities, news, computer, and others. As an international language English is an asset to communicate to the people in worldwide. It's easy to learn, easy to understand. Those make the user easy to applay the technology. Meanwhile English is easy to learn, some people have not been able to use the English language in speaking as well.

Indonesian people still have not be able to speak English as well, convey information or explain something in English. They still can not be categories as the good users. As one of skill in English, speaking that must be mastered in English, speaking is a way for make to communicate with each other, and speaking is also one of language that must to be share to others. Indonesia is one of the country that low of English speaking specially in education.

Based on the syllabus of KTSP on Educational Unit Grade Curriculum, speaking skill is intended to make the students to speak in front of the class so that they involve actively during teaching learning process, as the active skill, speaking is also intended to make the students are able to speak independenlty as in the public speech or to speak with other as in the debate or discussion. As the statement, speaking is need to practice continuously to martered the speaking.

This reseach focus to the elementary school, that almost the students do not speak English well in English subject, some students do not get the point or the meaning when an English teacher speak to them, or when the teacher ask them to giving an information about the movie or picture by using English and they do not speak English because they do not know what they would to speak, even their school was base of international school. In fact the learning process in English subject will not running well.

This case is because of lack of vocabulary of students, pronounce, structure, and many others. Most of them still combine the English language and Indonesia language. It is can be the big problem for the teacher to make the students understand about speaking in English well to giving some information.

The media is also the problems that found it this case, the media is also one an important thing that the teacher uses on teaching. But most of the teachers always using monoton media like white board, picture, and other.

At sixth grade of SDN 002 Ujungbatu, there are 98 students, 10% who knows English well and

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to knows speak English well than others students is just 5%. How the author knows about this, it was taken obseved in the field.

There were some problems that make the students low in speaking, lack of vocabulary it can be seen when the students speak something they usually use the same word, they do not know else. And also the confident of the students, if the teacher asked to them to describing something in front of the class they just nervous.

Lack of Pronunciation is of the factors students do not speak english well, example when they want to say sea, it's like she, this problems are found in the last level of elementary school As we know if the students in the great sixth automatically they know what the meaning and they can speak English well better than 5, 4, 3, 2, and 1 grade but the real students of the great 6 in the 002 Ujungbatu elementary school still lack in speaking English specially to give information to other people.

The problems is also found in media that using by the teachers, most teachers are using monoton media like whiteboard, and some teachers is only using the picture on the books, text book, etc.

Based on the problems the reaseacher take the animation movie as the media to improve the speaking skill of the students in Elementary school, because according to the Finicchiaro (in Rafikadilla :2013) mention some type of media in general. There are audio, visual, and audiovisual, and it is helps teachers to teachs the leaners in the classroom, Animation is included in audiovisual media. Animation movie is also media which showing the audio and video. In addition according to Meanwhile, Willingham's reseach ( in Mateer:2011) found that audiovisual media helps students easy achieve the concept of material learning.

## 2. Review of Related Theories
### 2.1. The Nature of Speaking Skill

Chaney (in Ayu; 2007), considered speaking a process: "*speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts*" Sharing the same view point, some expert from Florez (in Liao; 2009) added that speaking is an "*interactive*" process, which consists of three main stages "producing, receiving and processing information."it's mean that speaking is a process someone to sharing their ideas or information.

In language teaching and learning, speaking is considered a skill to practice and master. In this light, put it that "*speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.*"

Also considering speaking as a skill, by gate (Liao'2009) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not enough but the skill to use this knowledge to communicate successfully is indispensable.

So, the resecher conclude even all the experts above has differences concepts of speaking but all of them has same understanding about speaking itself, Speaking is an action, a process and a skill of someone to communicate to other people for sharing information.

### 2.2. Elements of Speaking Skill

In this study, the term "speaking" will be used to refer to a skill related to language teaching and learning by gate (Liao: 2009) there are some elements of speaking skill.

a. Accuracy
Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication break downs. According to Richards (in Ayu: 2007), accuracy concerns "the ability to produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thorn bury (in Ayu: 2000), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

b. Grammar
Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

c. Vocabulary
Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught

d. Pronunciation
Students speak and most people understand. Even broader than that, Lim (Liao: 2009) defined accuracy as "the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language."

e. Fluency
Fluency is also used as a criterion to measure one's speaking competence.

Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

## 2.3. Teaching Speaking

According Nunan (in Putri:2013) teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, It means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialoguesit was done by people for many years. And also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary.

Besides, Nunan (2003:53-56) suggest five principles for teaching speaking

1. Teacher must be aware of differences between second language and foreign language in he learning context,

2. The teacher should give students practice with both fluency and accuracy,

3. The teacher also provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.

4. The teacher must make he plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

Here also some suggestions for English language teachers while teaching oral language by Kayi (4:2006)
1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.

5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary before hand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

According to Ur (1996) there are three criteria of successful teaching speaking, are:

1. Learner talks a lot. As much as possible of period of time allotted the activity is in fat occupied by the learner talk
2. Participation is even. Classroom discussion is not dominated by minority of talkative participants; all get chance to speak; and contributions are fairly evenly distributed
3. 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 the task objectives

In conclusion, the teacher is called successful in teaching speaking if her learners talk a lot, active and eager to speak in the classroom. In short, the English teacher should be able to create a classroom environment where the students have real communication, authentic and meaningful task to promote oral language, and also other is no real communication in monolingual classroom.

## 2.4. The Nature of Animation Movie

Language is a set of sound (or in the case of sign language, sign) and sentence patterns that express meaning. In English learning, students learn four language skills are speaking, writing, listening and reading. Not forever, teaching the

students in object or event actually or on the contrary.

Finicchiaro (in Rafikadilla:2013) mention some type of media in general. There are audio, visual, and audiovisual. Salomon (2013) states that people learn abstract and new concept more easy when they are presented in both verbal and visual form. In addition, audivisual media make concepts more accessible and help with later recall, Cowen(in Rafikadilla:2013)

Animation movie is included in audiovisual media. According to Bordwell (Akmala; 2011), animated or animation movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movie do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Line with Thompson (Akmala; 2011) state that animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time.

Meanwhile, Willingham's reseach (in Mateer:2011) found that audiovisual media helps students easy achieve the concept of material learning. However teacher needs other sources to submit the message of material. By using animation movie can submit message of material well. The use of animation movie provides a rich context which students can improve comprehension and practice. Chapple and Curtis (in Rafikadila:2013) state that the movie is also so richin action and visual aids that it is appropriate for listening and speaking activities such as describing scenes and actions.

It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown (1983:233), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking. Animation movie is also  introduce students to some English vocabularies, how to pronoun, and how to spell, how to giving information.

Animation movie as the media  can give students a way to speak. In developing student's spoken English, it is the best to give students practice in being able to say a lot using small number of words by applaying animation movie. According to Fernandez (in Devi: 2012) animation

is "the process mastery, but also the problems also come from of recording and playing back a sequence of the classroom situations.

Moreover, it makes students focused to the material learning in order to the students understood and develops their ability to speak English well. This media is interesting to use by the teacher to teach the students. Teacher can improve student's ability about material learning by using some media as tools of learning, such as a short movie, cartoon movie, blockbuster movie. By using this media, students can see more information about material. For example, teacher teaches the students about daily activities of the main characters, people, and adjective, etc.

To teaching speaking by using Animation Movie can be improve the students' speaking skill. To speak and see communication and action, Edge, Julian (Devi: 2012). That matter is indicated from two indicators of animation movie itself.

Animation Movie can present language in those are:

1. first which is viewed from lively way. Animation movie facilitates in the learning of speaking and second which is foreign Language. Thus, it can increase the viewed from the situation of the class. Students' interest and motivation easily.
2. Animation movie From the result of pre-observation can also be used as a means of writer found problem indicators dealing with communication.

There some targets language that reaseacher would find in teaching speaking through animation are:

a. Students through movie can be able to spell words correctly;
b. Most of good alternative technique in teaching to students miss pronounce some English words; young learner. Due to the video as facilitate in
c. The students got difficulties in grasping the learning of foreign language, animation is meaning of words and sentences;
d. The students got one of many kind of video that can be media to difficulties in recognizing words. by movie students can speak up orally

However, study speaking skills throught animation movie, makes students more ready to the low to be improcve of the students' speaking skill. Communicate in the target language.

## 3. Research Design

The design of this research was classroom action research. Susanto (Norma: 2013) says that classroom action research is a research about implementation of teaching and learning in the

classroom. It is an approach employed by a teacher and conducted with one or more researchers to improve the quality of education by first getting an evaluation from the unsuccessful previous study. The participants of this reseach were the grade sixth students of state elementary school of 002 Ujungbatu.this reseach the reseacher also was accompanied by a collaborator. In collecting data, the reseacher applied some intruments, there were:

### 1. Test

Speaking skill test was based on the scoring scale in the theory of teaching speaking skill studied before. It has given to the students in every meeting to measure the students improvement in their speaking skill.

*Table 1. Scoring Scale*

| Speaking skills | Range of the scores | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Accent | Poor | Fair | Average | Good | Exelent |
| Grammar | Poor | Fair | Average | Good | Exelent |
| Vocabulary | Poor | Fair | Average | Good | Exelent |
| Fluetly | Poor | Fair | Average | Good | Exelent |
| Comprehension | Poor | Fair | Average | Good | Exelent |

the reseacher made oral test to explain the students' progress in speaking skill that students got during activities.

### 2. Observation

During the observation process, the researcher used observation sheet and field note instrument. Observation sheet and field note were made by the researcher before conducting the research. In this research, the data were collected through observation and field note which done by the collaborator.

### 3. Field notes

This activity has been done by the collaborator. In this research, field notes were used to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response about the material given. The form of the fill note was an empty of paper which notes all the events during the activities at the classroom running.

### 4. Interview

This interview has been done by the researcher to the students and teacher to collected the qualitative data. According Eko (2012: 40) explains that interview is a dialogue process orally between interviewer with respondent or interviewee in order to get information which needed by researcher. So, Interview is a way to collect the data that directly from it resource about some of social effects; latent and visible.

### 5. Video

In this research, video is used to know the situation and the activities during the teaching and learning process, such as how the students practice their speaking skill infront of the class. The form of the record is a video which show all the events during the activities at the classroom running.

## 4. Finding and Discussion
### 1. Findings

This reseacher presents and describes the findings of the reseach. It is answer two reseach questions of the: "How animation movie can improve speaking skill at the sixth grade students of SDN 002 Ujungbatu Rokan Hulu Riau?" and "what factors do influence the change in the proscess of students' speaking skill of animation movie at sixth grade students of SDN 002 Ujungbatu Rokan Hulu Riau?"

### 1. The extent of animation movie improve students' speaking skill

By looking at the data analysis gained during two cyles, it can be said that numbered heads together could improve the students' speaking skill. It was supported by results of the students' speaking test in each meeting. Students' speaking skill improved significantly from base score Cyle 1 and cyle 2. There the data that the reseacher got students' speaking skill in every cyle in each Indicators.

**Data collated about the Improvement of the students speaking proficiency in each component from the Average of speaking skill in every Cycle**

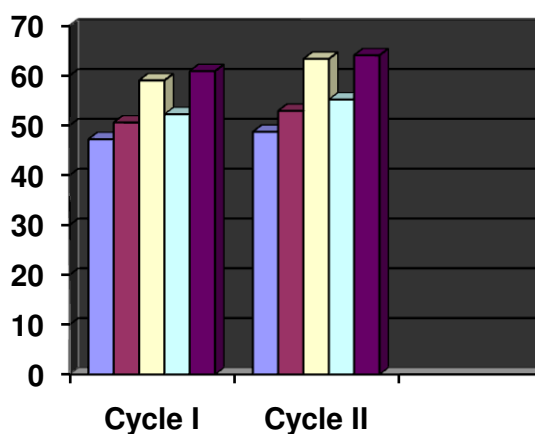| No | Indicator of Speaking | The Average of Speaking Skill Cycle I | The Average of Speaking Skill Cycle II |
|---|---|---|---|
| 1 | Accent | 47.22 | 48.70 |
| 2 | Grammar | 50.57 | 52.91 |
| 3 | Vocabulary | 59.02 | 63.34 |
| 4 | Fluency | 52.24 | 55.19 |
| 5 | Comprehension | 60.88 | 64.06 |

## Table 17

**The Level of the Students speaking skill based on their Average Score**

| No | Indicators of Speaking Skill | The Average of Speaking Skill Cycle I | The Average of Speaking Skill Cycle II |
|----|------------------------------|---------------------------------------|----------------------------------------|
| 1  | Accent                       | AVERAGE                               | AVERAGE                                |
| 2  | Grammar                      | AVERAGE                               | AVERAGE                                |
| 3  | Vocabulary                   | AVERAGE                               | GOOD                                   |
| 4  | Fluency                      | AVERAGE                               | AVERAGE                                |
| 5  | Comprehension                | AVERAGE                               | GOOD                                   |

The increase of the students' speaking Proficiency in each component in percentage from the average in every cycle as can be seen in from Diagram below:

**The Improvement of Students' Speaking indicators in each component.**



From the data above, it can be understood that their accent became better from the average of speaking test in cycle I **(47, 22)** to **(44, 70)** in the average of speaking test in cycle II. It can be read that the students' mastery on grammar better improved from **(50, 57)** in the average of speaking test in cycle I to **(52, 91)** in the average of speaking test in cycle II. According the data above there was an increase on the students' mastery in vocabulary: from **(59, 02)** in the average of speaking test in cycle I to **(63, 34)** in the average of speaking test in cycle II. Their fluency in pronouncing words and sentences became better: from **(52, 24)** in the average of speaking test in cycle I to **(55, 19)** in the average of speaking test in cycle II. The last, the student's comprehension throughout the three meetings showed an improvement: from **(60, 88)** in the average of speaking test in cycle I to **(64, 06)**.

### 2. The factors that influence the change of students' speaking skill through animation movie.

a. Some Factors influence the improvement of students' speaking skill

#### 1. Animation movie

The selection of the animation was given to students also influenced i increasing of students' speaking skill, in this case, because the students are elementarylevel and still children. in fact, animation movie as a way to improve students' speaking skill that the reseacher conducted really helped the students. And the reseacher tried to find and seleection the animation movie that related to the material and could made the students speak up infront of the class and the material was easy to understand by the students.

#### 2. Material

The materials that they have also take the influences in the Improvement of students' proficiency. In this case, the materials were also about activities in their real live. So, the animation movie that related to the material about daily live activities that the researcher conducted was really helped the students to increase their skill in speaking and it can be seen from the improvement of their speaking proficiency in every cycle

#### 3. Discussion

The improvement of students' speaking skill in every cycle was also influenced by the discussion that the students did in their group of work. In this discussion, the students sharing about the topic means until they try to increase their comprehending about the topic by answering the question related to the topic that they has.

#### 4. Practicing

The improvement of the students' speaking skill in every cycle was also influenced by practicing. From interview that the researcher did to the students it can be seen that the students' always practicing their topic was not only in classroom but also in their home, and sometimes they ask their friends to listen to their topic before their presented in front of the class.

#### 5. Teacher

In this case, the teacher tried to give a model to the students to present their topic and how to pronounce some difficult words

## 5.CONCLUSIONS, IMPLICATION AND SUGGESTION

### 5.1. Conclusion

Based on the result of the research or findings, it can be concluded that:

1. Animation Movie as media helpful teaching and learning process and made the students motivated and actively involved in speaking activity
2. Animation Movieas media helped the students develop better activities in students
3. Animation Movie could minimized the students' passiveness in the process of teaching and learning to speak

Besides, it can be concluded that there were some factors influences the change of students' speaking skill by using Animation Movie based on the Current syllabus, and to know those factors, the reseacher got from the interview.

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By Animation Movie, the students had a topic choosen by the teacher. This research discovered that the implication of this Animation Movie can better improve the students' speaking skill at the sixth grade at SDN 002 Ujungbatu in 2014-2015 academic years. The improvement of the students' speaking skill can be gained after applying Animation Movie within six meetings in two cycles. The improvement can be seen from the Improvement score of the students' speaking test result in cycle I until cycle II, in the observation sheets, field notes and speaking test, while the improvement of students' speaking can be seen from the Improvement of indicators percentage form cycle I until cycle II in observation checklist

### 5.2. Implication

The finding and the conclusions of this research have some implications. The implications are as follow:

1. To the researcher herself:

   a. She should consider applying Animation Movie in the process of teaching learning to speak at other classes

   b. She should consider adopting relevant Animation Movies as the speaking teaching materials

2. to the teaching of the speaking at the Elementary school:

   a. the Animation Movie can be an alternative media to teaching speaking.
   b. the use of Animation Movie in this case can be the model of developing teaching speaking.

   c. to the English curriculum for SDN this media can be as an input for designing basic competencies and teaching materials at any level of teaching English.

### 5.3. Suggestion

Based on the conclusions and the implication above, there some suggestions that might be useful for English teachers in the teaching of speaking. The suggestions are:

1. It is expected that English teachers at the Elementary school Students to implement Animation Movie in the teaching of speaking and improve students' speaking skill.

2. It is suggested that English teachers at Elemntary school students to be creative in designing speaking teaching phase and speaking teaching materials for developing the students' speaking skill and their motivation

3. It is also hoped that English teacher at Elementary school, students to explore other more helpful and useful speaking teaching media to make the students have much more talk-time in learning English and have much chance in expressing themselves in speaking activity

At last, because of the limitation of the research, further and longer studies about the implication of Animation Movie are highly recommended to investigate whether these media can be a solving problem at the other classes or other institutions.

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