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THE INFLUENCE OF USING ANIMATED FIMS IN SPEAKING ABILITY IMPROVEMENT

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ABSTRACT

The background of this research is the lack of students' interest in learning Speaking which can be seen from the assessed scoring. The researcher made a teaching media, which is the animated film that is used in learning Speaking. It is hoped that by using the animated film media, students will be more interested and more active in improving their Speaking skills. In conducting this research, the Descriptive Statistic method using the class control and the class experiment is used. The data obtained are Pre Test and Post Test data which are then processed using Wilcoxon. This way, at the end of the research it can be concluded that the use of animated films can improve Speaking skills because there is a significant score difference between before and after using animated films as for Speaking learning media.

Keywords: Influence, Speaking, Animated Film,

INTRODUCTION

English has five basic aspects, which are Writing, Listening, Reading, Grammar, and Speaking. Speaking is the most important and fundamental aspect of communication. English is the language of communication so that good English language skills can be seen from basic Speaking skills. Richard said that Speaking ability is a basic priority that all students must possess in learning foreign languages including English (2015: 1). From the definition above, it can be concluded that English is a language used to communicate between and the other and the communication uses basic Speaking skills.

In the learning process of Speaking in the classroom, researchers encountered a lot of passive class situations, which is not in accordance with the definition of successful Speaking as been said by Penny. Penny stated that the learning process of Speaking is considered a success if there is great participation from the students to speak. The students are also very active in expressing their idea through the spoken language (1999: 120). The learning process of Speaking also tends to be uns spontaneous because the learning process of Speaking is memory-oriented. The students tend to memorize things that they have prepared beforehand.

The thing that happened in the field is the lack of students' activeness in the learning process of Speaking; their lack of interest in the learning process of Speaking made the researcher looks for solutions to make the learning process of Speaking becomes a fun activity. In making the learning process of Speaking more enjoyable, the researcher needs media to help the learning process of Speaking to become more enjoyable. The purpose of this research is to make the learning process of Speaking becomes a fun activity, by using this media as an aid, the students' speaking ability will be improved. Students become more active compared with the previous learning process of Speaking and students are expected to be more creative and not monotonous or memory-oriented in the learning process of Speaking. This research is not new research since the use of learning media in the learning process of Speaking is not the first time. In the past, there were some researches on the use of learning media in the speaking learning process. However, this research certainly offers new findings compared with the previous researches, one of which is the use of animated films specifically made to carry out this research, not from existing films or videos.

Some other earlier researches used some learning media as a way to improve students' speaking skills. One of them was conducted by Miftah Farid whose journal was published in JALL in 2019. Farid stated in his research that the use of *TED video talks* as the learning media can improve the speaking skills of junior high school students (2019: 62). There are three other literature journals on speaking which aim to improve students' speaking skills. The first one is Rizqi Akbarani who used the *Treffinger* learning model to improve students' speaking skills. The problem-solving method is used in this learning method. This *Treffinger* is improving the students' Speaking ability as well as the grammar aspect from the students. The second one is, the

journal from Andri Defrioka, which used the *Information Gap Activities* method to improve students' Speaking skills. In this method applied by Andri, there is always great interaction between students in the classroom so that the method is able to improve the speaking ability of the students. The third one is the journal from M. Sayid Wijaya and Melyta Sarim which used the *Inside Out Circle* method. *Inside Out Circle* is a learning method of Speaking that puts students into two groups facing each other after the problem is given. According to M. Sayid Wijaya and Melyta Sari, this method can also improve students' speaking skills. In conclusion, the new media and method used by researchers are able to improve the speaking skills of students who become one of those backgrounds of this research.

Speaking

Based on Widowson, Speaking is a basic communication skill that is produced actively through speeches. A person who has the basic ability to speak (Speaking) can be considered as having fluency and clarity as well as being active in using his foreign language skills (1994). Lawtie also revealed about the importance of learning process of Speaking because someone who learns a language will be able to know the language better through direct process of speaking. The succession of the language learning process is seen from how well a person is in a conversation and a good conversation starts with speaking. Lawtie also adds that Speaking is an essential skill to communicate between one another (2004). From the definition and the importance of learning process of Speaking above, it can be concluded that Speaking learning is a fundamental basis in the process of learning English.

Animated film

According to Harmer, film is a media that can aid the process of learning. Films make the learning process becomes more fun and clearly focused. Films can also improve the enthusiasm of students in the learning process (2001: 282). Sadiman also added the function of animated films, which according to him, the animated films are able to deliver the informative and educational messages. Informative, which means being able to provide new positive information. Educative, which means being able to deliver new things related with the new learning. Sadiman said that the informative and educational things from animated films helped students to apply them directly in Speaking (2002: 76).

METHOD

This research was conducted in the quasi-experimental research design called the Nonrandomized Control Group Design. A quasi-experiment is as accused that takes place in real-life settings rather than in laboratory settings, they are often considered not truly experimental research, but rather correlational research, which involves identifying statistical relationships between two variables rather than causal relationships.

According to Creswell (2008: 314), below is the general overview of quasi-experimental design.

Table 3.1 Quasi-Experimental Design

Pre- and Post-test Design Time

| Pre- and Design | Posttest Time Select | Pretest Select | No Treatment Experimental | Posttest Treatment |
|--------------------|-------------------------|-------------------|------------------------------|-----------------------|
| Control Group | | | | |

The research used a quasi experimental design (an experimental group and control group). This study was classified as quasi experimental research design, where the experimental group typically receives a new, treatment, a treatment under investigation, while the control group either receives a different treatment, or treated as usual.

The populations in this research were all of first semester of students majoring in Systems Information and Software Engineering in STMIK IKMI Cirebon. The total population was 24 students. In this research, the sampling took the SI students as the experimental group and RPL as a control group. There were two variables in this research. Those variables were independent variable and dependent variable. According to Arikunto (2006: 118), variables are the subject of a research, or the things that become points of attention of a research. The research uses two variables, they are independent and the dependent variable. In this research, the independent variable is the

use animation films for learning. The dependent variable in this research is the score of the students' speaking achievement.

FINDINGS AND DISCUSSION

After doing free writing technique in experimental class and conventional technique in control group, here is the result of students' writing achievement:

Table 4.1 Students' Speaking Ability in Experiment and Control Class

| No. | Pre | Test | Post | Test | Pre | Test | Post | Tense |
|-----|------------|------------|---------|---------|------------|---------|---------|---------|
| | Experiment | Experiment | Control | Control | Experiment | Control | Control | Control |
| 1 | 60 | 85 | 65 | 70 | | | | |
| 2 | 65 | 85 | 60 | 65 | | | | |
| 3 | 65 | 85 | 60 | 70 | | | | |
| 4 | 60 | 85 | 60 | 65 | | | | |
| 5 | 60 | 80 | 65 | 70 | | | | |
| 6 | 60 | 85 | 60 | 70 | | | | |
| 7 | 65 | 85 | 60 | 65 | | | | |
| 8 | 60 | 80 | 65 | 70 | | | | |
| 9 | 65 | 85 | 60 | 65 | | | | |
| 10 | 65 | 85 | 60 | 65 | | | | |
| 11 | 60 | 85 | | | | | | |
| 12 | 60 | 80 | | | | | | |
| 13 | 60 | 85 | | | | | | |
| 14 | 65 | 80 | | | | | | |

SPSS 21.0 is used to interpret the data. There are descriptive statistics Analysis and Wilcoxon.

a. Descriptive Statistics

A descriptive statistic in a research describes the data about student's achievement in writing both in experimental and control group. Here is the table:

Table 4.2 Descriptive Statistics between Experiment and Control Class

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------|----|---------|---------|-------|----------------|
| Experimental Pre-test | 14 | 60 | 65 | 62.14 | 2,568 |
| Post-test Experimental | 14 | 80 | 85 | 83.57 | 2,344 |

| | | | | | |
|--------------------|----|----|----|-------|-------|
| Pre-test Control | 10 | 60 | 65 | 61.50 | 2,415 |
| Post-test Control | 10 | 65 | 70 | 67.50 | 2,635 |
| Valid N (listwise) | 10 | | | | |

Based on the table above, we can conclude that the minimum score for the pretest experiment is 60, while the maximum score is 65. The minimum score after watching the animation film is 80, while the maximum score in the experimental class is 85. In the controlled class, the minimum score in pre-test is 60, and the maximum score is 65. After doing conventional method, the minimum score in controlled class is 65 and the maximum score is 70. There are differences in scores between the experimental and controlled group. In the experimental class, the average score is 62,14 in the pre-test and becomes 83,57 in the post-test. While in the controlled class, the average score is 61,50 in the pre-test and becomes 67,50 in the post-test. It means that there is a significant change in students' speaking ability in the experimental class before and after watching animation film.

b. Test of Normality

After getting the average score of the experimental class and controlled class, the data processing continues to the Test of Normality.

Table 4.3
Test of Normality

| Tests of Normality | | | | | |
|---------------------------------|----|------|--------------|----|------|
| Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| Statistics | df | Sig. | Statistics | df | Sig. |
| .369 | 14 | .000 | .639 | 14 | .000 |
| .443 | 14 | .000 | .576 | 14 | .000 |
| .433 | 10 | .000 | .594 | 10 | .000 |
| .329 | 10 | .003 | .655 | 10 | .000 |

a. Lilliefors Significance Correction

From the data above it is illustrated that the Sig is 0.03. In the statistical assessment of the Test of Normality, the data will be considered as normal if the Sig value is bigger than 0.05. Therefore, this data cannot be called as normal. Since this data is not a normal data, this data cannot be processed as the paired t-test and independent t-test.

The data in this research will be processed using Wilcoxon to process the pre-test and post-test data.

c. Wilcoxon

Experiment Class

| Ranks | | | | |
|----------------------|----------------|-----------------|-----------|--------------|
| | | N | Mean Rank | Sum of Ranks |
| Post-test - Pre-test | Negative Ranks | 0 ^a | .00 | .00 |
| | Positive Ranks | 14 ^b | 7.50 | 105.00 |
| | Ties | 0 ^c | | |
| | Total | 14 | | |

a. Post-test <Pre-test
 b. Post-test> Pre-test
 c. Post-test = Pre-test

From the research data that has been obtained, a **hypothesis is** concluded: there is a difference in the learning outcomes of pre-test and post-test, which means that there is an effect of using animated film as a learning media in improving students' speaking skills.

In processing Wilcoxon data, there are three things that must be put into consideration, they are:

-Negative Rank: from the data above, the negative rank from the pre-test and post-test is 0 from N, Mean Rank, and Sum Rank. It means there is no decrease in the score of the pre-test to the post-test.

-Positive Rank: the data above shows a gap between the pre-test and the post-test scores. From the data above, there were 14 students who gained an increasing in the post-test scores after the experimental class was carried out in learning process of speaking using the animated films. The Mean Rank or the average increase was 7.50 while the number of positive rankings or the Sum Rank was 105.00.

-Ties: from the data above, the obtained Ties is 0 Ties. It means that there is a similarity between the pre-test and post-test scores. Because the score is 0, there is no similarity between the pre-test and post test scores.

| Statistics Test ^a | |
|-------------------------------------|----------------------------|
| | Post-test - Pre-test |
| Z | -3,384 ^b |
| Asymp. Sig. (2-tailed) | .001 |
| a. | Wilcoxon Signed Ranks Test |
| b. | Based on negative ranks. |

The basis of Wilcoxon Test Decision Making

1. If the Asymp. Sig value < 0.05, the hypothesis is accepted
2. If the Asymp. Sig value > 0.05, the hypothesis is rejected

From the data above, it is obtained the Asymp. Sig 0.01, which means the Asymp. Sig is smaller than 0.05. Therefore, the hypothesis in this research is accepted. Then there is an effect of using animated film as the media in improving students' speaking skills.

CONCLUSIONS

After conducting the research, some interesting things were found, one of them was the fact that the learning process of Speaking requires some other media to attract students' curiosity and activeness. The learning media needed in the learning process of Speaking nowadays is the kind of media that uses technology to arouse students' interest. In addition to technology, choosing the proper theme in the media is also very important making the right topic of discussion in the learning process of Speaking. The researcher in this case uses the trending issues that are known to students in order to make students more active and improve their Speaking skills.

In this study, a two-class experiment was used; the experimental class and the controlled class which use the students' pre-test and post-test scores. From this data, there is a difference showing that students who learnt the Speaking using animated films as the learning media showed a significant increase in their scores. This thing is rather different from students who were in the controlled class who did not use animated films as the learning media in their learning process of Speaking. Students in the controlled class did not show improvement in their Speaking skills. From this research, it is hoped that teachers can always make some innovations in the learning process of Speaking.

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