The Effect of Video Animation on Students' Speaking Skills in Grade VIII at SMP Negeri 1 Raha

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ABSTRACT

This research was conducted to describe whether there is a significant influence of using animated video learning media on students' speaking skills at SMP Negeri 1 Raha. The population of this study was class VIII of SMP Negeri 1 Raha which consisted of classes VIII 1 to VIII 7, with a total of 213 students, while the sample in this study was class VIII 6 which amounted to 31 students. The design of this study used pre-experimental. Data is taken after giving pre-test, treatment and post-test to students. The analytical data use by researcher is descriptive analysis which the describe the maximum score, minimum score, average score, and standard deviation. To analysis a data the researcher SPPS 25 version. The results of this study show that there is an improvement in students' speaking skills. This can be seen from the average student score on the pre-test is 1,79 while the post-test is 3,86. To prove the hypothesis the researcher illustrates the conclusion by comparing the value of sig-2 tailed with the significant value of 0.05. This indicates that the value is 0.000. So, it can be concluded that the value of sig-2 tailed is less than the significant value (0.000 < 0.05). In other words, the alternative hypothesis (H1) is accepted. This means that there is a significant effect of video animation on students speaking skills at SMP Negeri 1 Raha.

Keywords:
Video Animation, Speaking Skills.

1. Introduction

English is a global language with a significant impact on people's lives. People use English as a tool to communicate with others around the globe. English has been taught and made a requirement for junior high and high school students in Indonesia as part of the educational curriculum. The four main components of English are speaking, writing, reading, and listening.

Speaking is an important skill for learning English. Students will be able to talk in many languages to express their ideas or opinions. Given that people use it virtually constantly to connect with other people, it is crucial for communication as well. The amount of a person's vocabulary determines the level of their language ability. The likelihood that we possess the ability to use the language increases with our vocabulary. To have a strong command of a large number of words is to have a strong vocabulary. Students that have a strong vocabulary will be able to converse and express themselves verbally (Tarigan, 2008).

Putriani (2013) adds that speaking helps people maintain social connections, which further demonstrates the significance of speaking in communication. She also

articulated thoughts, ideas, wants, and even curiosity that might be expressed verbally. As a result of its numerous uses, speaking serves a vital role in communication. Undoubtedly, good communication requires that everyone develop their speaking abilities. Therefore, a student's priority in studying the English language should be to perfect their speaking abilities. Considering that most pupils will be able to explain themselves clearly.

Based on those studies, the difference between the previous research and this study is that the first researcher conducted research at SMP 1 Raha, precisely in class VIII. In the second, researchers use the pre-experiment method. And the latter uses random sampling techniques that are used to determine what class the researcher will use in conducting the study.

Animation video is a learning media that aims to help the learning process by displaying several shows that can be modern entertainment as well as an interesting learning medium for students. This animation video consists of moving images, text, and graphics integrated with sound. These animation animations also assist students in seeing language use in context. Based to this medium, students can not only hear but also see the language (Harmer, 2007). According to Sadiman (2005), video is the storage of an image and sound information system where audio-visual signals are not only recorded on magnetic tape but also on disks. The use of video movies can motivate students to actively attend classes because movies provide interesting images and sounds. It can also help students store information, and introduce new vocabulary, grammar, messaging, and entertainment at the same time.

According to Lowe (2004), animation can help the process of receiving content information to make it easier to understand. Using this kind of technique will encourage students to improve their speaking ability and can engage students to be more active, creative, and motivated in the learning process. Harrison and Hummel (2010) further state that animation videos can enrich students' experience and competence in various teaching materials. The teaching and learning process can be made more engaging and enjoyable by using this strategy to encourage students to be more engaged and motivated. Additionally, the findings of this study are consistent with those of Farizawati (2017) study, which found that using animation movies to teach students to talk significantly better and help them do so, respectively, significantly improves students' speaking abilities.

English subjects are taught twice a week, according to a researcher's interview with an English teacher at SMP Negeri 1 Raha on May 20, 2022. To learn in the classroom, students must generally be able to use English. In speaking learning the teacher uses the medium of images. It is used so that students can develop their speaking skills based on their reasoning from the images presented.

After knowing the explanation of one of the teachers at SMP Negeri 1 Raha, the teacher used several media in the learning process, especially in improving students' speaking skills through the use of picture stories. But as a result, the student's English is still lacking. The researcher assumes that teachers should be using new methods to assist students with improving speaking skills in light of the argument presented above. Researchers advise using audio-visual video animation (cartoon) medium to meet these objectives because teachers have never before used this form of media in their instruction, according to interviews with English teachers.

Since the use of animation films shapes students' speaking abilities and encourages students to use language in casual, humorous, and inspirational performances, the choice of animation video media can be used as an alternative in the teaching and learning process to increase students' speaking skills. Most previous studies have shown that animation videos can help students store information, and introduce new vocabulary, grammar, messaging, and entertainment at the same time. However, very little is known about the impact of watching animation videos on students' speaking ability. Related to the problem, the author is interested in conducting more in-depth research on the use of animation videos in speaking skills as a learning process. Therefore, the author conducted research entitled "The Effect of Animation Video on Students' Speaking Abilities in grade Eight at SMPN 1 Raha".

2. Methods

Pre-experimental design with One Group Pre-test Post-test was used to examine if video animation could affect students' speaking ability in this research. However, this design only used one experimental group and did not use a control group. Besides, SMPN 1 Raha was the place to conduct this research. The sample of this research was class VIII6 which consisting of 33 students. The research instrument was an oral test in the form of pre-test and post-test. In addition, this research used descriptive and inferential statistic with the help of SPSS 25 application to analyze the data in this research.

3. Result

Data findings of The Effect on The Animation Video on Students' Speaking Abilities in Grade Eight at SMPN 1 Raha.

Table 1. Students' Score on Speaking Achievement in Pre-Test

No	Student Score	Frequency	Percentage (%)
1	1	5	16%
2	1,25	3	10%
3	1,50	6	19%
4	1,75	6	19%
5	2	5	16%
6	2,25	2	6%
7	2,50	3	10%
8	2,75	1	3%
Total		31	100%
Mean Score		1,7097	
Maximum		2,75	
Minimum		1	
Standard Deviation		0,4962	

The table above shows the scores of students' pre-test results. The above data also shows that the number of students who took the pre-test was 31 students. The table

above shows that the average value is 1.7097 which is included in the assessment of the criteria less favorably.

And from the presentations that students achieve at the time of the pre-test it is known that students still have problems in the ability to speak. Therefore, researchers try to use animated videos in learning as a support for improving students' speaking skills. The application of this animated video will determine whether it is influential or not.

Table 2. Distribution of Students' Score on Pre-Test

No	Composition Category	Score	Frequency	Percentage (%)
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Moderate	3	4	13%
4	Poor	2	19	61%
5	Very Poor	1	8	26%
	Total		31	100%

Based on the table above, it shows that none of the students who scored 4 and 5 were classified as good and very good criteria. Students who scored 3 were 4 students (13%), in addition, there were 19 students (61%) who scored 2, and there were also 8 students (26%) who scored 1 which was categorized as very lacking.

4.   Table 3. Students' Score on Speaking Achievemnt in Post-Test

No	Student Score	Frequency	Percentage (%)
1	3	4	13%
2	3,25	4	13%
3	3,5	4	13%
4	3,75	6	19%
5	4	4	13%
6	4,25	2	6%
7	4,5	2	6%
8	4,75	3	10%
9	5	2	6%
	Total	31	100%
	Mean Score	3,8468	
	Maximum	5	
	Minimum	3	
	Standard Deviation	0,6113	

Based on the scores achieved by students on the post test, it shows that most students get good criteria. Of the 31 students, the average score was 3.8468, which is classified as a good criterion. The distribution of student post-tests is presented in detail below:

Table 4. Distribution of Students' Score on Post-test

No	Composition Category	Score	Frekuensi	Presentase (%)
1	Very Good	5	7	23%
2	Good	4	16	52%
3	Moderate	3	8	26%

4	Poor	2	0	0%
5	Very Poor	1	0	0%
	Total		31	100%

It can be seen from the table above that 7 students (23%) get excellent criteria, 16 students (52%) get good criteria and there are 8 students (26%) get moderate criteria. The result is that applying learning techniques by using animated video data improves students' speaking skills. This can be seen in the table above where there is an increase in student speech achievement with pre-test scores.

4. Discussion

In this study, to determine students' speaking ability in the pre-test, the categories proposed by Ur (1996) were used. Based on the findings above, it can be seen that there were no students who got very good criteria for both the pretest and posttest. And based on the results show that most of the students have pretty good speaking skills. Based on the presentation of these results, it can be seen that the students' basic speaking skills were previously quite low, this was also seen in the average score on the pre-test and the problems that existed with the students themselves where they had relatively poor speaking skills in terms of vocabulary mastery, words, grammatical aspects, and inadequate pronunciation. However, after the treatment it was seen that students produced quite good results than before, this indicated that students could train themselves to be better than before. In this study, the thing that needs to be strengthened is how students should always be invited to practice speaking, inviting them to always be able to explore their abilities and be able to express themselves through speaking using animation videos, routinely doing speaking exercises, and providing feedback to students, it is hoped that this will give good results positive for students' speaking skills.

Furthermore, the aspects of students' speaking increased significantly after treatment, namely the aspect of accuracy. In the pre-test, students have a low aspect of mean core accuracy when compared to aspects of fluency. This is caused by the lack of vocabulary, bad pronunciation, and lack of grammar they have. However, after the application of animation videos, the aspect of accuracy improves significantly. This is because animation videos make it easier for students to recognize new vocabulary and are directly related to the grammar used. In using this media students are instructed to understand the structure of describing people, which aims to understand the features of the language used in describing. And also, the teacher carries out speaking activities in the classroom so that it can make students' speaking pronunciation better than before. Thus, students' speaking skills in terms of accuracy and fluency improve by applying animation videos.

On the other hand, the application of animation videos does not only affect students' speaking skills but also affects students' motivation and self-confidence. In this case, student motivation is an important factor in learning, especially speaking.

According to Brown (2003), people will improve if they have the necessary goals and feedback. This means that the increase in student skills is influenced by motivation when implementing the media. The results of the study found that students' motivation became better when they studied using music videos. The students felt interested when the animation video was played in front of the class. The videos are a show for them to see what there is to describe and the animations get them in the mood to learn. Thus, the use of animation videos increases students' motivation in learning to speak English.

Wahyuni and Astiti (2022) stated that learning media using animation videos can improve students' speaking skills. Based on the findings of this study, several factors cause animation videos to improve students' speaking skills, namely a combination of visualization and audio displayed in the animation video so that students are interested in following it. Amalia (2017) many of all students of all ages still like watching animation videos because they are interesting. Animation videos can help students understand more because they present visual and audio context aids that help students comprehend and improve their learning skills.

Just like the previous research, this research also proves that the application of the use of video animation can have a significant effect on improving students' speaking skills in describing at SMPN 1 Raha. This proof is also to answer the research question of whether there is a significant effect of the application of animation videos on students' speaking skills.

In conclusion, the use of animation videos has a significant effect on students' speaking skills at SMPN 1 Raha. This also implies that animation videos can be applied as a medium to support language, especially speaking.

5. Conclusion

In this study, the researcher tried to describe the significant effect of using video animation on students' speaking achievement at SMP Negeri 1 Raha. Based on the statistical calculations that have been carried out by the researcher, it shows that there is a significant influence of the application of animation videos on students' speaking achievement. In addition, Grade VIII 6 students of SMP Negeri 1 Raha get good marks after being taught with animation videos in the learning process in class which focused on assessing students' accuracy and fluency. Based on the sample test using Shapiro-Wilk, the average value of the pre-test and post-test that has been done by students is 0.00>0.05. So, the results of this study indicate that the use of animation videos provides effectiveness in the speaking achievement of class VIII 6 students of SMP Negeri 1 Raha both in terms of accuracy and fluency. Therefore, hypothesis H0 is rejected and H1 is accepted because the post-test scores achieved by students are higher than the pre-test scores.

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