THE IMPACT OF USING ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT SMAN 1 PANGKAH

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Abstract

This study aims to find out the effect of animated video on students' speaking ability at SMAN 1 Pangkah and to find out students' responses to the use of animated video in the teaching and learning process of speaking. A quantitative approach was employed, utilizing a quasi-experimental research design with a post-test only model. The sample consisted of 72 grade XI students from SMAN 1 Pangkah in the 2023/2024 academic year. Data were gathered using post-tests and questionnaires. Analysis of the post-test results revealed that the experimental group had an average score of 73.67, while the control group averaged 65.89. A t-test comparison between the two groups showed a significance value (2-tailed) of 0.000, which is less than 0.05, indicating a significant difference in speaking ability between the groups after using animated videos. This suggests that animated videos positively affect students' speaking ability. Additionally, questionnaire responses showed that students were more engaged and interested in using animated videos to enhance their speaking ability.

Keywords: *Animation Video, Speaking Ability, Teaching speaking*

1   INTRODUCTION

Language plays a crucial role in communication, which is a social activity occurring universally without constraints of time and place. As a tool for expressing intentions, language is essential for conveying thoughts and feelings. Language is inseparable from the life of living beings, including humans (Dahler et al., 2022). Every country has a national language for unified communication, and additionally, there are many other languages that function as first, second, or foreign languages. Among these, English stands out as a widely learned foreign language and an important communication tool used globally. English serves as an international language, facilitating communication in various domains such as business, education, and international affairs. English in Indonesia is taught as a second language from elementary to university level, becoming increasingly important for Indonesians to compete globally in an era marked by advancements in science and technology.

In the process of learning English, students engage in activities that enhance their skills, solve problems, and comprehend information. Through speaking, they gather additional information from conversations and build relationships. According to Stevani et al. (2021) Speaking is regarded as an essential skill for expressing one's thoughts, ideas, and concepts to others through verbal communication. This means one uses spoken language to communicate their needs and try to understand what others are saying. According to Hongwilai and Kawboonsai (2022) speaking is a communication activity that requires interaction between at least two people. Effective speaking skills facilitate social interactions and require a solid vocabulary foundation. Students can simultaneously learn grammar and improve their speaking abilities for everyday situations. However, many students encounter difficulties in learning English, particularly in speaking.

From the researcher's experience in teaching English, it was observed that students often face challenges when speaking English. They tend to lack confidence and are afraid of making mistakes, feeling uncertain about what to say and how to start. Moreover, students often feel bored and unmotivated due to a teaching approach that focuses solely on material explanation and written exercises. Dian Hariani et al. (2018) argues that students should be active to practice, exchange thoughts, feelings to speak. Based on observations, it was found that students are more engaged when learning involves media. Media can enhance students' interest and enthusiasm, aid in memory retention, and make learning more enjoyable. Therefore, media plays a significant role in learning English, particularly in speaking. Teachers need to select appropriate media for the teaching and learning process.

According to Dzebeq and Gunawan (2020) animated videos, which feature colorful moving images with specific information such as vocabulary or stories, are excellent tools for teaching English. They play a

crucial role in learning by offering additional ways for students to understand the material, especially in speaking lessons. Using animation in teaching English can significantly improve students' speaking skills by making learning more engaging. With animated videos, students can more easily learn new vocabulary and enhance their speaking abilities in a fun and effective manner.

The problems identified in this research include students' lack of confidence in speaking English, difficulties in initiating conversations, feelings of boredom with traditional teaching methods, lack of motivation to speak English, and limited vocabulary. To address these issues, the research focuses on the impact of animated videos on students' speaking abilities. The study aims to explore how animated videos can improve students' speaking skills and gauge students' responses to this teaching method.

The theoretical significance of this study lies in its potential to expand the understanding and application of animated videos as a learning tool for improving speaking skills in senior high school students. It is expected that the findings will support and enhance existing theories on the effectiveness of animated videos in language learning. Practically, the research provides valuable insights for teachers on using animated videos to create a more engaging and motivating learning atmosphere. For students, the use of animated videos is anticipated to make learning more enjoyable and effective, thereby improving their speaking abilities.

In conclusion, the researcher hopes that this study will offer an engaging alternative for teaching English, particularly speaking skills, by using animated videos as an effective learning medium. The information from this study is intended to deliver guidance to other researchers in developing new ideas regarding the use of effective media in teaching speaking skills, ultimately enhancing students' speaking abilities.

2   METHODOLOGY

In this study, the researcher applied a quantitative approach. According to Creswell (2012) quantitative research involves identifying research problems based on trends in the field or the necessity to explain why something happens. This approach was chosen because the study emphasizes analyzing data in numerical form, which requires the use of various statistical techniques. The research utilized a quasi-experimental with a post-test only approach.

According to Creswell (2012) a population is a collection of people who have similar characteristics. It contains all members who will serve as the foundation for developing broad generalizations. The demographic for this study was grade XI students at SMA N Pangkah during the 2023/2024 academic year. There are 324 grade XI students divided into 9 classes. The sample for this study was selected using a purposive sampling technique, which produced 72 students categorized into two groups of 36 each. The first group, the experimental group, consists of up of 36 students from Class XI 1. The second group, the control group, consists of up of 36 student from class XI3.

In this study, there are two categories of variables: "dependent variables" and "independent variables." The independent variable impacts the dependent variable, whereas the dependent variable is influenced by the independent variable. Based on the title of the research, the independent variable is the use of animated videos, while the dependent variable is students' speaking ability.

Data collection techniques are the ways researcher gather information. In this study, data were collected using a post-test and a questionnaire. The post-test was given at the final meeting, or after the treatment, to assess how well students performed and to see the effect of using Animated Videos on their speaking ability. Both groups completed the post-test.

The researcher employed the speaking test as the research instrument for this study.The post-test was administered at the final meeting, where students watched The Lion and The Mouse Animated Video. During the test, students were asked to respond orally to three questions related to the story, provided by the researcher. This speaking test lasted for 5 minutes and was conducted face-to-face, requiring the use of a cellphone camera to record the responses.

The researcher used the t-test formula via IBM SPSS v.26 for data analysis. This included analyzing descriptive statistics, conducting a normality test, performing a homogeneity test, and running an independent sample t-test.

3   RESULT

3.1   Data Analysis

3.1.1   Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Class	36	64	88	73.67	6.224
Control Class	36	56	80	65.89	5.854
Valid N (listwise)	36				

Based on table, the experimental sample consisted of 36 students who attended the experimental class. They received learning using animated videos, with post-test scores ranging from 64 to 88. The average post-test score for this group was 73.67, and the standard deviation was 6.224.

Meanwhile, the control group also consisted of 36 students who followed the conventional teaching method. The post-test results for this group showed a minimum score of 56 and a maximum of 80, with an average post-test score of 65.89 and a standard deviation of 5.854.

A comparison between the two groups revealed that the experimental class, which used animated videos, achieved a higher average post-test score (73.67) compared to the control class (65.89). In addition, the spread of scores or variability of scores in the experimental class (6.224) was also higher compared to the control class (5.854). This indicates that the use of animated videos in learning has a greater positive effect on improving students' abilities compared to conventional methods.

3.1.2   Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnovª			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Speaking Score	Experimental Class	.133	36	.106	.948	36	.089
	Control Class	.141	36	.069	.951	36	.109
a. Lilliefors Significance Correction							

From the results, the experimental class's post-test has a significant value of 0.106, whereas the control class's is 0.069. We may infer that the post-test data for both groups has a normal distribution because the p-values are greater than 0.05.

3.1.3   Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Speaking Score	Based on Mean	.156	1	70	.694
	Based on Median	.067	1	70	.797
	Based on Median and with adjusted df	.067	1	67.554	.797
	Based on trimmed mean	.146	1	70	.703

From the table provided, it was found that the significance value for the mean was 0.694. This result indicates that the data shows homogeneity, as the significance value obtained is higher than 0.05.

3.1.4   Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking	Equal variances assumed	.156	.694	5.461	70	.000	7.778	1.424	4.937	10.618

				5.461	69.739	.000	7.778	1.424	4.937	10.618
Score	Equal variances not assumed									

From the table, the results show a significance value (2-tailed) of 0.000. With the significance level set at α = 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. The significance value of 0.000 is considerably lower than the significance level of α = 0.05.

3.1.5 Questionnaire

In this study, the questionnaire was administered to respondents using sheets of paper that had been prepared by the researcher. The questionnaire consists of eight questions, with each having five answer options. The data collected from the questionnaire was examined to obtain the results of the study.

Statement	SA	A	N	D	SD
1. Animated video is able to improve speaking ability.	27,8%	61,1%	11,1%	-	-
2. Animated video makes learning English more fun.	50%	25%	19,4%	-	5,6%
3. Animated video helps me to understand English subject matter better.	38,9%	36,1%	22,2%	2.8%	-
4. I was able to understand the content of narrative text stories when learning English using animated video.	52,8%	30,5%	13,9%	2,8%	-
5. I feel that animated video makes it easier to understand the context or situation depicted.	55,6%	33,3%	5,6%	-	5,6%
6. I feel more motivated to speak the language after using the animated video.	27,8%	41,7%	22,2%	8,3%	-
7. I feel that animated video is effective in teaching English speaking.	41,7%	41,7%	13,9%	-	2,8%
8. I am satisfied with the use of an animated video.	58,3%	30,5%	5,6%	-	5,6%

From the results of the questionnaire, it was evident that students gave positive responses to the use of animated videos in improving speaking ability.

4 CONCLUSIONS

The mean post-test score for the experimental class was 73.67, while the control class 65.89, based on the descriptive statistical analysis of 36 students in each class (XI.1 for the experimental group and XI.3 for the control group). The independent sample t-test showed a significance value (2-tailed) of 0.000, indicating a statistically significant difference between the two groups' mean post-test scores. This result shows that using animated videos as a teaching tool significantly enhances students' speaking abilities. Therefore, the first hypothesis (Ha), is accepted. Conversely, the second hypothesis (H0), is rejected.

To address the second research objective regarding students' responses to using animated videos to improve speaking ability, data were collected through a questionnaire completed by students of the experimental class (XI.1). The initial questionnaire comprised 13 statements, which were revised based on validity and reliability tests, resulting in 8 statements that were considered valid and reliable. The final questionnaire was then distributed to the experimental class students. Analysis of the percentage of responses indicated that most students had a positive reaction to the use of animated videos, indicating that this method was effective in enhancing their speaking ability.

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