THE EFFECTIVENESS OF ANIMATION VIDEOS IN IMPROVING STUDENTS' SPEAKING SKILL

Anwar Musadad[1], Setya Resmini[2]

IKIP Siliwangi, Indonesia
[1] anwarmusadad@student.ikipsiliwangi.ac.id, [2] setyaresmini@ikipsiliwangi.ac.id

Abstract

In this school from home period, teachers should provide creative methods or medias to make students engage with the learning activity. One of the medias that teachers can be use is by using animation videos. The objective of this research is to discover whether animation videos could improve students' speaking skill or not. The subject of this research was 29 of high school students in Cianjur. The researchers used SPSS to analyzed the data. The researcher guided by the following hypothesis: Null hypothesis (H0): animation videos can not improve students' speaking skills. Alternative hypothesis: animation videos can improve students' speaking skills. Based on the test results, the mean of pre-test score is 62.38, and the mean of post-test 74.46, which showed a significant improvement toward student' speaking skill. In conclusion, animation videos can improve students' speaking skill.

Keywords: Animation Videos; Speaking Skill; SFH

INTRODUCTION

In this era of globalization, language has a very important role, especially the function of language as a means of communication, one of the languages that must be mastered is English, because English is an international language and is used as a tool for communicating both orally and in writing. English has four language skills, namely listening, speaking, reading, and writing (Brown, 1981). These four abilities are employed in social interactions to reply to or create conversation. Thus, English courses are designed to help students acquire these abilities so that they can interact and talk in English at a specific level of comprehension.

English is also known as a second language, because English is the target language, which is a language that is deliberately learned for a specific purpose (Brown, 2008). This is what underlies consideration of the English language starting from elementary school to university students. English is an international language and is also the language of instruction for most primary, secondary and tertiary education for students studying English.

The quality of education is realized by making changes to conventional media towards learning media which are expected to be easier to understand and understand quickly and accurately (Hossain, 2015), one of them is by utilizing technology. In essence, the use of technology is aimed at facilitating human work in everyday life (Dağhan, 2017). Digital technology is one concrete example of how we as human beings today cannot be separated from the rapidly developing technology. The development of the digital world in education also has a very significant influence on the interaction patterns of teachers and students (Serdenciuc, 2015). Students who on average have good technological literacy tend to get bored faster when learning runs conventionally (Mokhtar, 2016).

The teacher-centered paradigm tends to be less effective when it is used to assess knowledge that requires student interaction (Ahmed & Ain, 2013). There is a need for teacher innovation in choosing the media used to attract the attention of students. Learning media that are in accordance with the needs of learning activities will create an effective and efficient learning

activity so that the material conveyed by the teacher to students can be absorbed optimally, especially during School From Home as it is today due to the COVID-19 pandemic.

Learning media is a tool in delivering information and teaching material from educators to students in a learning and teaching process (Puspitarini & Hanif, 2019). Media for education, b esides from assuming a portion of the teacher's role in delivering content, media also brings different prospects for assisting students in studying. Therefore, it is necessary to develop creative learning media that can increase the attractiveness of students to learn history. Several alternative learning media that can be used in learning history, one of which is video media.

Video is a very effective medium to assist the learning process (Nasution, 2007). Videos are rich in information and complete because those can be seen in front of students directly. Video adds a new dimension to learning. Because videos can present moving images and sound to students. Video's ability to visualize material is very effective in helping educators deliver dynamic material. This video media packaging is combined with animation. Animation is an activity to animate, it moves motionless objects. A motionless object is given a boost of strength, enthusiasm and emotions to become alive and moving or just to have the impression of being alive. So, animation is a motionless object that is projected into a moving image that seems to live in accordance with the characters made from several sets of images that change regularly and take turns according to the design, so that the video displayed is more varied with attractive and colorful images that can increase power. attractiveness of learners.

Based on the elaboration above, it is necessary to develop learning media that can increase the attractiveness of students in learning history. The interest of students in using aimation video as a learning media has also been researched by Irmayunda et al, (2020). The findings revealed that the average pre-test's score was 21 and the post-test was 41, which concluded that animation videos has improved students' speaking skill. Another research was conducted by Kurniati (2016). The result of the study showed that animation videos effectively improved students' speaking skill, based on the increasing score of the post-test.

Based on the description of the results of the attractiveness of previous research about instructional media, video animation media products are categorized as good and suitable for use. This encourages researchers to develop a research entitle "The Effectiveness of Animation Videos in Improving Students' Speaking Skill". The difference between this article and the articles above is that this journal was created during the School from Home period due to the COVID-19 pandemic.

METHOD

The research design used is pre-experimental design with the type of one group pre-test post-test design. The subject of the research is 29 of tenth grade students in Cianjur. The first stage is to do a pre-test. The second stage is to provide treatment using animation videos media in learning English. The third stage is to do a post-test after being given treatment. The last stage is to conduct a comparative analysis between the pre-test and post-test results to see the effect of animation videos media on speaking learning. The data analysis used in this study was the paired sample t-test. This data analysis is a parametric difference test on two paired data.

This research aims to find out whether animation videos can improve students' speaking skills or not. The researcher guided by the following hypothesis:

Null hypothesis (H0): animation videos can not increase students' speaking skills.

Alternative hypothesis: animation videos enhanced students' speaking skills.

RESULTS AND DISCUSSION

Results

Table 1. The result of Pre-test and Post-test

Students	Pre-test	Post-test
1.	65	80
2.	55	70
3.	63	70
4.	56	75
5.	60	70
6.	70	80
7.	68	78
8.	56	76
9.	58	75
10.	68	80
11.	55	82
12.	50	76
13.	48	72
14.	65	77
15.	62	85
16.	68	85
17.	70	80
18.	67	77
19.	60	82
20.	80	90
21.	67	78
22.	60	82
23.	70	85
24.	56	80
25.	55	78
26.	54	70
27.	65	78
28.	67	79
29.	53	77

Table 2. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	24	48	80	62.38	7.412
PostTest	24	65	90	74.46	6.594
Valid N (listwise)	24				

Table 3. Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.110	24	.200[*]	.968	24	.610
PostTest	.167	24	.081	.950	24	.274

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4. Paired-sample test

Paired Samples Test

					Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest - PostTest	-12.083	4.520	.923	-13.992	-10.175	-13.097	23	.000

Discussion

Researchers collect data by making observations or observations when learning takes place. The observations made by the researcher used an observation instrument that had been prepared, namely the test. Before video animation as a medium was implemented, it was seen that the students' grades were still below average. However, after being given a learning action using animated videos media, the students' scores showed a significant improvement.

This research aims to determine whether animation videos could improve student's speaking skills. The finding showed that there was an improvement. Based on the table above, the

pretest's mean is 62.38; after the treatment of animation videos, the post-test mean is 74.46. It means that the post-test mean was more significant than the pre-test, and in table 3, that sig (2-tailed) is .000 is more minor than .05. Furthermore, it can be concluded that the null hypothesis was rejected, and the alternative hypothesis was accepted. In summary, animation videos can improve students' speaking skills.

CONCLUSION

Based on the research results, it can be concluded that there is an effect of using animation videos on students' speaking skills. This can be seen from the average data which shows an increase before the introduction of animation videos media. Through animation videos that develop students 'speaking skills that will encourage students' interest in participating in learning activities, students are eager to work on assignments, and show enthusiasm and participate during the learning process so that this media will not be conventional or teacher-centered.

ACKNOWLEDGMENTS

REFERENCES

Ahmed, A. K., & Ain, A. (2013). Teacher-Centered Versus Learner -Centered Teaching Style. *The Journal of Global Business Management*, *9*(1), 22–34.

Brown, G. (1981). TEACHING THE SPOKEN LANGUAGE. *Studia Linguistica*. https://doi.org/10.1111/j.1467-9582.1981.tb00708.x

Dağhan, G. (2017). Views of students about technology, effects of technology on daily living and their professional preferences. *Turkish Online Journal of Educational Technology*, *16*(4), 187–194.

Hossain, M. I. (2015). Teaching Productive Skills to the Students: A Secondary Level Scenario. *A Thesis*, 1–90.

Irmayunda, C., Sofyan, A., Nira, E. (2020). The Use of Animation videosss to Improve Students' Speaking Skill. *Research in English and Education Journal*, *2*(1), 1–45.

Kurniati. (2016). The Effectiveness Of Animation videos In Teaching Speaking To Junior High School. *JELE (Journal of English Language and Education)*, *2*(1). https://doi.org/10.20473/jovin.v1i1.19873

Mokhtar, F. A. (2016). Rethinking Conventional Teaching In Language Learning And Proposing Edmodo As Intervention A Qualitative Analysis. *Malaysian Online Journal of Educational Technology*, *4*(2), 22–37.

Nasution. (2007). *Metode Research (Penelitian Ilmiah)*. Bumi Aksara.

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Serdenciuc, N. (2015). Being a Teacher in a Digital Era. *International Journal of Social and Educational Innovation*, *3*(5), 77–84.