

STUDENTS RESPONSES TOWARD ANIMATION VIDEO IN SPEAKING CLASS

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Abstract

Speaking has important role in real life situation because related with oral communication activity, based on that situation teacher should give the best treatment and set the appropriate condition where the students have a big opportunity to learn what students need which is speaking ability. The Research activity was conducted at Kabupaten Bandung in one of the senior high schools, with 27 students of tenth grade as a subject of the research. This article shows the implementation of animation video in speaking class with the aim to know the student's responses after receiving the treatment. The research employed descriptive qualitative research as a way to show the result of the research. The result also shows the responses of students after receiving the animation video as media of learning activity, through observation sheet result, the table of students' responses toward animation video and the description from interview activity.

Keywords: Animation Video, Speaking

INTRODUCTION

Speaking in the real-life situation very important because speaking position as a part of human life, speaking exist in every part of human activity, human social relationship, human behavior, etc beside that speaking have a relation with oral communication where speaker and listener exchange information and convey the message (Aristy et al., 2019). Why the English speaking is very important because of the position of the English language in reality, nowadays English language as an international language and used by elements of people in over the world especially in Indonesia (Nurdiansyah et al., 2019). English as a global bridge communication and the most important means for getting a lot of access to the world's intellectual, cultural, and technical resources. Specifically position as a tool of communication to communicate with other people in the environment (Haryudin et al., 2020). Starting from the roles of English speaking itself, teachers should be concern to know the student's responses toward speaking activity in the classroom of teaching speaking, when teachers knew students' responses toward their speaking activity, the teacher can give the best treatment and the best media for their speaking class. Based on students' responses teacher can provide the media that is appropriate to students' experience, student's needs and student's condition.

The real condition in speaking classroom activity, students do not have a lot of time and opportunity to practice their speaking especially for English as a foreign language, whereas to improve second language skill, students should practice more and the most commonly problem is students always born when they are have speaking activity. Another factor the problem in the teaching speaking process is media that were considered powerful to attract the student's attention doesn't work and was absent. When the teacher knows the appropriate media, teachers can attract students' attention in speaking activity based on (Sa'adah & Atikah, 2019) media is helping to increase the students' interest in the learning process, so that can learn effectively

and efficiently. The teacher should realize the best way to know that appropriate media through students responses toward the media itself in speaking class with the last goal to make students have good speaking activities, based on (Adawiah & Nuraen, 2018) good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback they will get tremendous satisfaction from it.

The teacher should realize in teaching activity the important roles of a teacher should provide the facility and set the condition for the learner to learn it line with (Basit, 2019) teaching activity should presenting and helping students how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. All of the points before the way to improve student's opportunities in the learning process and making it possible for students to understand the material and knowledge or skills being learned. It means a teacher should provide the facilities in order to make learners comfortable in the learning process. That factors very important to get the goal of teaching English, based on (Nurjanah et al., 2019) the purposes of teaching English to develop student's ability in term of the four skills, one of that skills is speaking. The way to make students have learning activity with comfortable situation through media that appropriate with students condition, when teacher success in setting this condition, the teacher can enable the learner to learn and the last teacher should have the ability for guiding students or learners in teaching and learning activity and media have a role to support teacher in guiding students.

Teaching activities have a lot of media as support for teacher, in general view (Ristyani & Nurhayati, 2020) stated some types of instructional media that can be used by teacher that is; 1) Print/text media, 2) Exhibition/display media, 3) Audio media, 4) Pictures, 5) Multimedia, 6) Internet-based media. From all types of media above teacher can observe the appropriate media, teacher should focus with students learning style, there are some students more focus when teacher using audio and maybe some students only focus when teacher using visual like a picture or text media, but in another case, a lot of students give their attention in classroom activity when teacher provide the combination both of audio and visual media other names call as multimedia. The animation video is a media with a combination both of audio and visual, animation media that uses the projector so that can be shown on screen where it combines two parts of the body such as eyes and ears in the learning activity.

The advantages of animation video as media of teaching speaking, there is providing the good input in listening opportunity, the teacher realizes when setting up the opportunity besides set the condition to speak, teacher should set the condition for students input that is listening, because in speaking activity there are two actors will be involved speaker and listener. To make students have a good skill in their speaking, students should have a good input through their listening because speaking have a relation with listening, where the listening as a perceptive skill to support students speaking as productive skill. The other advantage of using the animation video is that visual images stimulate students' perceptions directly, while written words can do this indirectly. Using animation for teaching speaking have a good way to make a student more enjoyable and comfortable during teaching speaking activity. Animation has a great power to attract students and make students not born during the lesson. This media more interested when apply in teaching activity especially for teaching speaking. Besides students can improve their speaking as productive skills, students will get a good input about the language which is students learn through the sound of animation.

METHOD

This study belongs to the descriptive qualitative method with the subject of the study were 27 tenth grade students of SMA Negeri 1 Soreang in the academic year of 2019-2020.

In process of the study, the researcher uses some instruments to collect the data, the instruments to help the researcher there are; observation sheets and field notes, questionnaire and interview guide. Researcher used an observation sheets and field notes to observe the situation in the teaching-learning process in a classroom which was done three times from January 27th, 2020 to February 10th, 2020. The observation sheet has three columns to observe the classroom activity consisted to observe the activities in pre-activity, whilst activity and post activity. Beside that the field note have a function to record unexpected conditions during the teaching and learning activity where the media implementing by the teacher. The second instrument there is a questionnaire has a role to collect the information about students' responses toward animation video in teaching speaking class, and interview guide to get the specific information to know student's responses based on their experience when the media implemented.

At the end of implementing the animation video, the teacher distributed the questionnaire for all of the tenth-grade students of SMA Negeri 1 Soreang in the academic year of 2019-2020 to get the information and the last activity to get more clearly information researcher have an interview session with some students.

The data gained from the data collection were researcher analyzed through all of the instruments of data collection there are observation sheet and field notes, questionnaire and interview guide. The result will be present in this paper in form of table and description

RESULTS AND DISCUSSION

Results

The results of this study consist of the instruments or the study above, there are observation sheets and field notes, questionnaires and interview guides.

The researcher present the result of research based on observation sheet instrument.

Table 1. Result of Observation Sheet and Field Notes

| Activities | Meeting | Note and Evidence |
|-----------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre-Activity | 1 | Student's response and try to construct speaking with mixing language. |
| | 2 | Students try to practice speaking as good as possible. |
| | 3 | Students present their best performance in speaking related with topic based on their capability. |
| Whilst-Activity | 1 | Some of students ask the teacher to explain again and try to translate their opinion using electronic vocabulary but they still hesitate in speaking. |
| | 2 | Students try to understand by asking some question. |
| | 3 | Students try to speak in classroom although read some note. |
| Post-Activity | 1 | Students try to share and transfer the information with their limited capability. |
| | 2 | Students communicate with other students also the teacher. |

3 Students try to modifying some information before share and transferring the information.

Here researcher present the result of students response toward animation video through questionnaire from 27 students of tenth grade in SMA N 1 Soreang.

Table 2. Students Response through Questionnaire

| No | Question | Response | | | | Total |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|------------|---------------|------------|
| | | <i>Tidak</i> | <i>Sedikit</i> | <i>Ya</i> | <i>Sangat</i> | |
| 1 | <i>Apakah kegiatan belajar mengajar dengan menggunakan video animasi membuat anda memiliki kemauan yang tinggi untuk mengikuti pelajaran?</i> | - | 1 | 21 | 5 | 27 |
| 2 | <i>Apakah kegiatan belajar mengajar yang telah diterapkan dapat menghilangkan pemahaman yang salah mengenai materi yang sedang anda pelajari?</i> | 3 | 7 | 16 | 1 | 27 |
| 3 | <i>Apakah kegiatan belajar mengajar yang telah dilaksanakan memberikan anda pemahaman yang jelas dan membuat materi lebih mudah untuk dipelajari?</i> | - | 4 | 18 | 5 | 27 |
| 4 | <i>Apakah kegiatan belajar mengajar menggunakan video animasi membuat anda lebih mudah dalam memahami materi yang sedang diajarkan?</i> | - | 1 | 16 | 10 | 27 |
| 5 | <i>Apakah kegiatan belajar mengajar yang dilaksanakan menarik, menyenangkan dan tidak membosankan?</i> | - | 3 | 13 | 11 | 27 |
| 6 | <i>Apakah waktu yang dihabiskan untuk memahami materi yang sedang dipelajari lebih pendek?</i> | 4 | 6 | 16 | 1 | 27 |
| 7 | <i>Apakah anda termotivasi untuk mendapatkan prestasi?</i> | 1 | 3 | 12 | 11 | 27 |
| 8 | <i>Apakah kegiatan belajar mengajar yang dilakukan meningkatkan kemampuan kritikal thinking anda?</i> | - | 9 | 16 | 2 | 27 |
| 9 | <i>Apakah anda merasa dihargai saat mengekspresikan pendapat dalam kegiatan belajar mengajar?</i> | 1 | 4 | 20 | 2 | 27 |
| 10 | <i>Apakah anda merasa lebih berani untuk menyampaikan pendapat saat kegiatan belajar mengajar?</i> | 1 | 8 | 12 | 6 | 27 |
| Total | | 10 | 46 | 160 | 54 | 270 |

Discussion

The result of the observation sheet showed students more interesting to share their opinion and idea through their speaking, covered through asking question, giving opinion, telling something, etc. The second result from table as summary of students responses toward questionnaire we can conclude more than **79%** students give a good response toward animation video in speaking class, it means students more enjoyable and more attract students attention during teaching and learning activity. Another advantages students more enjoyable because all of students have learning activity based on their style covered audio, visual and both of audio & visual learning style.

The last instrument is the interview guide with main question is students' responses and students' difficulties, after implementing of animation video. The researcher will present the conclusion from interview activity. The conclusion from 9 students as respondent shown all of students enjoy and more interest when the activity using animation video, and about the difficulties there are' students have difficulty to get the meaning and information in animated videos because the video is played without pauses by the teacher, beside that students share if the quality of video very low that is too bad for activity because it inhibits the delivery the information contained in the video. Another difficulties is the facility of the school must be adequate to support the implemented of animation video as media of teaching and learning activity especially in speaking class.

CONCLUSION

The result and discussion above showed students of tenth grade in SMA Negeri 1 Soreang more attractive, enjoyable, interesting and confident after learning activity using animation video as media of teaching and learning activity. This fact as as proof by student's responses toward questionnaire and interview activity, beside that observation sheet has showed the same information about student's characteristic in speaking after received the treatment that is learning activity using animation video. Finally researcher show the conclusion through animation video implementation in speaking class showed students more attractive, enjoyable, interesting and confident.

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