The Effect of Using English Animation Movies on the Speaking Ability of the Ninth Grade Students of MTs LPM Gema Kampar Kiri Hulu

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Abstract

The purpose of this research was to determine the improvement of students speaking ability after being taught through animation movies in the ninth grade of MTs Gema Kampar kiri Hulu. The researcher applied the pre-experimental method with one pre-test and post-test and the study lasted for six weeks. The research sample was Class IX of MTs Gema Kampar Kiri Hulu and the number of which was collected using purposive sampling techniques as many as 25 students in class IX. The techniques used to obtain the data are first, collecting data from the pre-test, second from the post-test and finally drawing conclusions based on the data obtained. In analyzing the collected data, t-test formula and normality test were used. From the analysis, the results showed that the Sig. value was 0.000 < 0.05. And the test scores are significant improvement, it means that once there is treatment by using animation movies it is effective and significantly influential in improving students speaking ability because animation movies can increase students' interest in learning, it can facilitate students to understanding the material and strengthening memory because it displays audiovisual-based media.
Keywords: Speaking Ability, Animation Movies, Ninth Grade Students

INTRODUCTION

In the age of globalization, it is easy to find resources at the net, including movies for academic media. The advancement of science and technology has a beneficial effect on the advancement of education. In order for students to actively develop their potential and possess the spiritual, religious, self-controlling, personality, intelligence, and social skills that they require for themselves, society, nation, and state, education is a deliberate and well-planned (Setyandari, 2015). Many teachers have implemented strategies to raise the standard of instruction during the learning process. Using instructional media is one of the initiatives. One tactic to increase students' motivation to learn and aid in their comprehension of the material is the use of learning media. These days, learning media are widely used to enhance writing, speaking, listening, and reading skills, among other things. Everything that can be conveyed as educational material through learning media that can pique the recipient's interest, feelings, or thoughts in order to establish channels of communication or teaching and learning (Santosa and Supriyanti, 2011). In order to help students' skills and knowledge grow, teachers should be able to use learning media effectively. Teachers should empower themselves to be more active, creative, and innovative in order to realize a quality and efficient education. This goes beyond the demands of managing the classroom in a well-organized and conducive manner, inspiring students to want to learn, and providing examples and good models in various matters related to the implementation of learning. To create an effective learning process, teachers, as professionals, can choose and create media that is appropriate and in line with the features of learning materials. Apart from possessing the intelligence to comprehend the subject matter, every student needs to have multiple skills. According to the school curriculum, learning the

four skills of speaking, listening, reading, and writing is essential, particularly when studying English. Every skill is related to every other skill (Mardiah, 2013). Each skill undoubtedly varies in difficulty, and every student has unique abilities and challenges when it comes to learning English. There are two types of factors that affect students' English language learning: internal and external. Family environment and societal factors are examples of external factors. Most families talk to each other every day. The second factor is internal factors. In this instance, internal factors are the methods, media, learning materials, and teacher competency that are used as part of learning strategies for learning English. Because teachers still employ traditional learning strategies in this day and age, it plays a crucial role in determining the success of a learning process. (Weisbrod, 2013).

During the teaching and learning process, movies in the English language can be utilized to expose students to a new language and help them improve their speaking abilities. English-language movies have a crucial role that educators can play in the process of instruction and learning. Additionally, this can help kids learn how to pronounce new words, enhance their speaking abilities, and increase their listening comprehension while keeping them engaged in class. Movies can also be utilized to motivate students more. Aside from that, though, choosing movies for educational purposes needs to be done carefully in order to meet learning goals. This study focuses on ways to address students' speaking issues, specifically their lack of originality and creativity when utilizing instructional materials, which makes speaking exercises tedious and repetitive. Animated movies is one of the learning media that can create an environment that is active, creative, productive, enjoyable, and conducive to learning. Animations will not only make it simpler for students to understand material visually, but they will also foster a fun and laid-back learning atmosphere (Soliah, 2010). Based on the researcher's initial observations in MTs LPM Gema Kampar Kiri Hulu, the researcher conducted interviews, during the interview session, the researcher asked student of MTs LPM Gema Kampar Kiri Hulu about their English skills, they answered that they were not used to speaking English well and several factors made their speaking skills lacking. Namely environmental factors, lack of confidence, and lack of words they have. Lack of speaking ability in students because when in class, only a few subjects use English during learning, and they are not used to speaking English and practicing their English while at home. Besides that, they also don't like English subjects, because according to them learning English is boring. Finally, they were not fluent in communicating with friends or other people. In order to help students develop their speaking skills as early as possible, researchers have looked into using animated film media. This is because students who speak English well are able to communicate their needs and desires as well as their feelings and ideas to teachers and other students, which allows them to reach their full potential.

Children are now indirectly exposed to the English language through cartoons. A child's learning of English can be sparked by watching English-language animated movies. Through the dialogue of the characters, they can learn new vocabulary and grammar. (Makasau, 2017). The benefits of employing animated film media for the topic, based on the subject's subjectivity and preference for visuals, particularly those of animals. Apart from visual media, film media also uses auditory media, which helps kids understand words better by making them sound like words. Subjects will become more interested in learning if this medium is used. Animated films also depict real-world objects packaged in animated style. In addition, the animated film it uses has the benefit of being able to be viewed again in accordance with learning requirements. (Wulandari, 2016). Thus, in this research, the writer wanted to present a bit different teaching and learning process of English through movies. According to Barak (2011) , cartoon movie is not only humorous, but it also provides an audio or visual aid that would be recognizable for

students. Therefore, English through movie will motivate students, besides it is entertaining, it is not threatening so that the students feel relax and enjoy the teaching and learning process. Additionally, movies also provide the students real conversation by native speaker in different styles based on the country that the movies from. According to the description above, the author plans to use animated films as a medium to help students learning English improve their speaking abilities.

RESEARCH METHODS

This research applied a pre-experimental design (one group pre-test and post- test) in the classroom of ninth grade students at MTs LPM Gema Kampar Kiri Hulu. It aims to know whether there is significant development before and after using animation movies and to know whether by using animation movies can improve speaking skill. In quantitative study, there are two variables; independent variable and dependent variable. The independent variable influences another variable to reach what was expected, meanwhile the dependent variable is the result in the study based on the implementation of the independent variable (Gay, 2012). The research was carried out between April 2023 and May 2023. According to Balnaves and Caputi (2001) assertions, the researcher defines the population, which needs to be measurable and accessible. The population of this research was students in the ninth grade of MTs LPM Gema Kampar Kiri Hulu which consists of two classes of 49 students. Therefore, the sample was taken as many 25 students using the purposive sampling technique. The research used test to collect data. The test was designed based on research variables and validated. In the collecting data the research used some procedure pre-test, treatment and post -test. The pre-test was to find out the students speaking skills before treatments, after conducting a pre-test the researcher gave the treatment to students. The students was conducted 4 times and the post-test is to find out the students oral skills after treatment. The study used Brown's (2004) rating scale to assess the speaking score of learners in the pre-test and post-test. This research used Statistical Product and Service Solution (SPSS 25) to calculate the data. Following the administration of the post-test, the final step involved assessing whether the hypotheses were accepted or rejected. To perform the statistical analysis, the T-test formula was utilized. As per Schervish (1996), when evaluating the hypotheses, the null hypothesis (H0) is discarded, and the alternative hypothesis (H1) is embraced when the p-value (significance level, two-tailed) is below 0.05, and the t-value surpasses the critical t-table value of 2.021 at a 5% significance level. Conversely, if the average score of the pre-test is higher than that of the post-test, the null hypothesis (H0) is accepted, while the alternative hypothesis (H1) is rejected.

RESEARCH RESULTS AND DISCUSSION

This research is to investigate the effect of using animation movies to improve students speaking ability. It was organised in classroom. The sample of the research are all of the student class IX 1 of MTs LPM Gema Kampar Kiri Hulu. The collect the data the writer used pre-test and post-test. This study was used the speaking test to obtain data by using animation movie as treatment in the teaching learning process. The results presented in the table below:

Table 1. Descriptive Statistic Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Pre-Test	25	41	60	49.08	6.620
Post-Test	25	61	80	68.76	6.359
Valid N (listwise)					

The table above shows that the minimum score is 41 on pre-test and 61 on post-test while the maximum score is 60 on pre-test and 80 on post-test. Mean score on pre-test is 49,08 and mean score on post-test is 68,76.

Normality Test

Table 2. Normality of Pre-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality						
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test	.171	25	.057	.896	25	.015
a. Lilliefors Significance Correction						

The writer got the result of a normality test using SPSS 25, which used Lilliefors Significance Correction. From the table above, it can be seen that the significance value of the data was 0.057>0.05. It can be concluded that Ho is accepted and the data from the pre-test was in normal distribution.

Table 3. Student's Classification in The Pre-test

No.	Categories	Score	Frequency	Percentage (%)
1	Excellent	90-100	-	0%
2	Very good	70-89	-	0%
3	Good	50-69	11	44%
4	Fair	< 50	14	56%
			25	100%

Based on the table above, it can be seen that there are no students get the exellent and very good category, 11 students (44,0%) in the good category, and 14 students (56,0%) in the fair category. Finally, it can be concluded that student's classification in pre-test was fair.

Table 4. Normality of Post-Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test	.164	25	.080	.905	25	.024
a. Lilliefors Significance Correction						

The writer got the result of a normality test using SPSS 25, which used Lilliefors Significance Correction. From the table above, it can be seen that the significance value of the data was 0.080>0.05. It can be concluded that Ho is accepted and the data from the pre-test was in normal distribution.

Table 5. Student's Classification in The Pre-test

No.	Categories	Score	Frequency	Percentage (%)
1	Excellent	90-100	-	0%
2	Very good	70-89	9	36%
3	Good	50-69	16	64%
4	Fair	< 50	-	0%
			25	100%

Based on the table above, 0 (0%) who get the excellent, there are 9 students (36,0%) in the very good categoey, 16 students (64,0%) in the good category, and 0 student (0%) in the fair. Finally, it can be concluded that student's classification in post-test was good**.**

Testing Hypothesis

Since there is data that is not normally distributed, the pretest and posttest outcomes are assessed by means of the Mann-Whitney Test for comparison which is part of an alternative non-parametric statistic of t-test for independent variables or 2 (two) unrelated samples which are not normally distributed. As indicated by the following table, the results of the paired samples test of the pretest and posttest data are as follows:

Table 6. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	19,680	5,757	1,151	22,056	17,304	17,092	24	,000

Based on the table above, the value of sig. (2-tailed) was 0.000<0.05. according to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Moreover, there was a significant effect on students' speaking ability when using animation movies as a medium for teaching speaking at ninth grade students of MTs LPM Gema Kampar Kiri Hulu. Furthermore, the table above also shows that t0 (count) = 17,092, and df (degree of freedom) =24. Gay states that the value of tt = 2,024. As a result of (t0 > tt), 17,092 > 2,024, it can be concluded that t0 was greater than tt and that there was a significant difference before and after teaching English using animation movies.

Discussion

The analysis of results from student observations of their speaking abilities during the teaching and learning process using animation movies is the main topic of discussion. Students' performance on the pre- and post-tests demonstrates it. Because of disparities in treatment during the learning process, average students in pre-test and post-test have different learning results. The students' difficulties speaking is demonstrated by their lack of motivation to learn, their limited vocabulary, and their lack of initiative when speaking English. By using animation movies, students could practice English with using videos; in using animation movies as medium, students would be brave and not shy in speaking English. The teacher explained the material about speaking skills and procedures for using animation movies. Based on the data obtained, pre-test and post-test the highest pre-test score of the students was 60, and the lowest was 40. Meanwhile, the highest post-test score was 80 and the lowest score was 60. After the writer collected the data using SPSS 25, the writer found that the mean score of the pre-test was 49,08 and the mean score of the post-test was 68,76. The researcher conducted tests to measure the students' speaking abilities in this study. The test is separated into two tests, the pre-test and the post-test, in order to acquire the data needed for this research. The procedure employed by the researcher was as follows: Pre-test, was conducted to determine the ability of the students before treatment was given to them. The process of teaching and learning was conducted in classroom at MTs LPM Gema Kampar Kiri Hulu. This research is in line with some scholars' research findings, Balambo Jamal Tahir (2015), with the research title "The Impact Using Movies on Learning English Language at University of Halbja". And Ayuningtyas Puspitaningrum (2017) with entitled "The Influence of using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018". After conducting the research and analyzing the data the researcher draws a conclusion as follows: There is a significant influence of using animation movies toward students speaking ability.

CONCLUSION

For children to be able to communicate with one another, speaking is a competency that they must acquire. Speaking is a challenging skill that requires instruction from teachers using media and an interactive approach. Students' speaking abilities can be enhanced through a variety of techniques and media. One type of media that can be utilized to educate speaking abilities is animation movies. The purpose of this study was to determine how student's ability to talk was affected by the animated movies. Chapter Four's statistical computations indicate that the use of animation movies had a noteworthy impact on students. The discrepancies between the students pre- and post-test average scores serve as information. Pre-experimental with one group pre-test and post-test design was used to collect data. And the result of the data the value of sig. (2-tailed) was 0.000<00.5. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Based on the result of this study, it could be concluded that animation movies as a media for students to develop their speaking skills especially in term of pronunciation, grammar, vocabulary, fluency and comprehension. It supported by showing the result of pre-test and post-test.

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