

THE EFFECTIVENESS OF USING ANIMATION MOVIE IN IMPROVING SPEAKING SKILLS OF ELEMENTARY STUDENTS

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Abstract: This research aimed to prove the effectiveness of using animation movie in improving speaking ability of elementary students. The research was conducted in one class of the fourth grade with twenty-nine students and the selected samples were taken by random sampling. The data collection used an oral test as it is an experimental research by using T-test at 0.05 significance level. The results showed that the score of t-observation (t_o) was 9.43. Moreover, on the 0.05 significance level and with $df\ n-1=28$ the score of t-table (t_t) was 1.70. It appears $t_o > t_t$ ($9.43 > 1.70$). It can be concluded that using animation movie in teaching speaking was effective for the elementary students. Benefits of the research result were by using animation movie the students could be more confident to speak with others because animation movies had interesting content that made the students interested to retell the animation movie with their own sentences. Therefore, they could be easier to make their own visualization with the movies which they had watched. However, it would be better if a language teacher gives many chances to practice in the classroom along with interesting media.

Keywords: Speaking, animation movie, elementary students

INTRODUCTION.

In Indonesia, English is considered as the foreign language. English is already taught from elementary up to senior high school. To master English language the students who learn English have to master four important skills such as, listening, speaking, reading, and writing. All of skills are important to be learnt to have good English, but speaking is very important part in studying English as people need to speak in order to communicate one each other and make a good communication (Richard, 2010). It means speaking is very important for the students to understand English because it will make them easier to socialize with spoken language. Speaking is an important skill in the teaching and learning English and mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richard, 2008; Thornbury, 2005). It is necessary to face the global era because speaking skills can increase people's confidence for communicating with others. English subject at elementary level is still at a very simple level, both for listening, speaking, reading, and writing skills (Suyanto, 2010). However, this does not necessarily make learning English in elementary school very easy. The reality in the field proves that there are still many deficiencies in learning English in elementary school. There are still many students who are not motivated to learn English let alone use it. Many factors make this happen,

such as the lack of English lessons in elementary school, the environment where students live rarely supports students to use English, or there is no motivation from the teacher to make students like learning English and even use it.

Who is an elementary school student? Students / learners can be divided into three age groups, namely children, adolescents, and adults. Children are a group of students aged 2 to 12 years, adolescents are a group of students between 12 and 17 years of age, and adults are generally those aged 17 and over (Harmer, 2007). It is clear here that elementary school students belong to the group of children students. Then what are their characteristics? Scott and Ytreberg (2000) describe the general characteristics of children aged 8 to 10 years are (1) their basic concept is formed. They have a clear view of the world, (2) they can distinguish between fact and fiction, (3) they always ask questions, (4) they believe in spoken words and the physical world to convey and understand meaning, (5) they can make decisions about what their students should learn, (6) they have a clear view of what they like and don't like, (7) they understand the sense of justice that occurs in class, and (8) they can cooperate with and learn from other people. Based on the description above, it can be said that elementary school students belong to the group of children who have their own characteristics that are different from adolescents and adults. Thus, the learning approach must be distinguished from adolescents and adults.

Since teachers should give interesting learning engagement with the young learners, they have to use some variation in using learning media. There are many media can be used to improve students' speaking like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, and so on while example of audio-visual aid is video, film/movie, and television, etc. In this study, movie is chosen as a media for teaching speaking. Movie is one of the audio-visual aid. Using movie can be very pleasing and interesting for the students especially for young learners; moreover, movies can be rather up-to-date and can motivate the pupils (Ruusunen, 2011). Animation movie is one of popular movies that can be accepted for everyone either young or old people; moreover, students will get more interested in watching animation movie because it contains a good visual graphic, so they will like it. In the process of teaching and learning, animation movie can be used by English teacher to stimulate students' interest in learning English (Rizqon, 2011; Chandra, 2011). Animation movie is an interesting media which can entertain the students and bring relax and fun situation of learning. It is an attractive learning tool that is able to motivate students to pay attention as it provides good visualization for students. Then, animation movie can make students confident when they speak up with other. The animation movie is supposed to be useful for a teacher in teaching students to be more successful language learner especially speaking. In teaching technique, English teacher should give some animation movies which make student interested.

Movie has a very significant role to motivate the student to learn speaking and to make the atmosphere of teaching and learning more interesting. Students can know how to express their feeling with some expressions by imitating the movies which have been played for them. Students will make their own visualization from any movie which they have watched. They will learn to be

their own character based on the movie given. Gradually, the animation movie makes them able to improve their skill in speaking. In short, movie is an interesting media to motivate and to rouse students especially in learning spoken English because they can naturally imitate the expression in the movies given. By using movie, teacher and students are expected to achieve and to improve their speaking abilities.

METHOD

The researchers chose the fourth grade students of Islamic Elementary School of PB Soedirman Jakarta as the sample of the research. The population is the fourth grade students. The researchers took one class as a sample. This class was used as an object of animation movie usage. The method of this research was pre-experimental design (one single group) by analyzing pre-test and post-test results to know the effectiveness of using animation movie as the treatment for this research (Sugiyono, 2017). It was done for the eight meetings in the class. For the first meeting was used for getting the data before the researchers gave the treatment (pre-test), and the last meeting was used to get the data after the researchers gave the treatment (post-test). The other meetings conducted by the researchers to implement the animation movie for speaking class. The researchers collected the data by conducting two kinds of tests; they are: pre-test and post-test. The pre-test conducted to find out their prior speaking. The post-test conducted to find out the increasing of the students' speaking skills after doing the treatment by using animation movie. In scoring the test, the researchers used speaking rubrics that it has some point aspects such as fluency, pronunciation, structure, and vocabulary. To analyze the collected data, firstly the researchers employed Chi-square test to know the normality of the data; then, the researchers used the t-test formula as the final calculation data using Kadir (2010).

FINDINGS

After doing the research in the school, the researchers tried to describe and analyze the result of the research about the effectiveness of using animation movie on students' speaking skills at the fourth grade students. Before finding out the evidence of the animation movie is effective or not, the researchers would like to find out the normality distribution firstly. After the result was normal, the the t-test was held to find out the effectiveness of animation movie. Furthermore, the researchers presented the detailed information about the research finding. The following scores are interpreted into the table below:

Table 1: List of Pre-test and Post-test Scores

	Pre-Test	Post-Test
Total	1637	2064
Mean	56.45	71.17
Increasing	14.72	

From table above, it can be seen that the mean from the score has increased. Students got better score after the researchers gave the treatment for the six meetings by using animation movie. Thus, there is around 14.72 improvement from the average score of pre-test and post-test. After getting the data, the next calculation is about finding normality distribution of pre-test and post-test. The normality test used Chi-square test and the result can be seen below:

Table 2: Chi-Square Test of Pre-test and Post-test Scores

	Pre-Test	Post-Test
$X^2_{observed}$	6.56	6.60
X^2_{table}	9.49	9.49

From the table, the result of normality test (X^2 observed) both in pre-test and post-test are lower than X^2 table score (9.49). It showed that both data are normally distributed. The next is final calculation by doing t-test. The formula of t-test is to find the effectiveness of using animation movie to increase students' ability in speaking. After the post-test has been held, the formula of t-test can be used to measure the effectiveness of animation movie. From the pre-test and post-test, the writers get the mean, standard deviation, and number class that can be used to compute the t-test. The table is as follows:

Table 3: The Number of Students, Mean, and Standard Deviation

Result of Data	Pre-Test	Post-Test
Mean (\bar{X})	55.413	71.621
Standard Deviation (s)	9.185	9.325
Number students (n)	29	29

$$t = \frac{\bar{X}_1 - \mu_0}{s/\sqrt{n}} \quad t = \frac{16.208}{9.325/5.385} = \frac{16.208}{1.732} = 9.35$$

From the calculation above, $t_{observed}$ is 9.43, and t_{table} is 1.70. The writers get the score of t_t from the table of t distribution percentile score with $df = 0.05$ (= probability 0.95), and $n = 29 - 1 = 28$.

DISCUSSION

According to the result of the data description in the findings, the writers concluded that there were significant differences in the mean of the pre-test and post-test score. The mean of the pre-test (56.45) was higher than post-test (71.17). There was a significant improvement in the post-test score after the researchers gave the treatment for the six meetings by using animation movie in the teaching and learning process. Meanwhile, from the computation above $t_o > t_t$ ($9.29 > 1.70$), it means H_0 is rejected, and on the contrary H_i is accepted. It can be concluded that using animation movie is effective in increasing students' speaking ability.

Furthermore, teaching elementary students aims to make them able to speak up and accustom using English especially in spoken language. The data showed that the students could speak up particularly by storytelling the story that they have watched because of the treatment of animation movie in the class. As it is in line with Niati, *et al* (2014) statement that animated films proven helped to enhance students speaking skill. The media is helpful to make the students comprehended the story easily and they could imitate expression, stress, and intonation of words as the result their vocabulary, pronunciation and fluency to get better. Therefore, animation movie facilitated and expanded their ideas to retell the story since it provided students to see properties, background, costume, and plot of the story completely.

Then, the fourth-grade students' vocabulary were enriched by listening and watching the movie. Harmer (2002) adds that with the images of film in animation movie, the students did not only hear language, but also, they can see character, plot, moral lesson, situation, and see the language use which make the students can enrich their vocabulary and improve their grammar. Thus, it eased the students to recognise the story and develop their language acquisition. The last, good story and good graphic that is appeared on screen entertain and motivate the students to learn like they experienced in real situation with real English use (Epinosa, 2012). They can feel natural and real voices, accents, styles, and registers. In short, students who were taught by animation movie could gain better score of speaking skill. In other words, using animation movie can significantly improve students' speaking ability for fourth grade elementary students.

CONCLUSIONS

In short, this study has revealed that students' speaking skill improved after using animation movie as media. The researcher notes some important points to make this treatment could be successful for gaining students' speaking ability such as interesting, motivating, and imitating. First, the animation movie which has good graphic can attract students' interest to know about the story and they learn the language in the movie unconsciously. Second, the animation movie which has good story can motivate the students to get some new vocabularies. Third, after they got motivated to learn about the language, they can start imitating some expression, intonation, and accent from the movie which can develop their language acquisition. Therefore, animation movie can be one of media that can assist the development of students' English ability especially in speaking.

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