



An Analysis Of Students' Speaking Ability By Using Animated Movie At Eleventh Grade Of MAS Hubbulwathan

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ABSTRACT

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This study deals with An analysis of students' speaking ability by using animated movie at eleventh grade MAS Hubbulwathan. The purpose of this study was to focus on students' speaking ability using animated movie at eleventh grade students at MAS Hubbulwathan. The researcher use descriptive, research design with quantitative approach The population of the research was the students at the eleventh grade MA Hubbulwathan which students consists of All students. The researcher took all students as samples 13 students. The students were selected by using saturated sampling. Techniques of collecting data was using a speaking test. The result of the data collecting and data analysis above, the researcher found the result showed the speaking ability by using animated movie at MA Hubbulwathan Duri 46.1% in high category. This research can be concluded that the students' speaking ability at Eleventh grade students was generally categorized as High, where almost all students (84.61%) were able to demonstrate very good speaking performance based on the assessment instrument used.

Introduction

One of the four skills above which plays a significant role in mastering English is speaking. Speaking is the most used skill by people rather than the three other skills. Learners consequently often evaluate their success in language learning as well as the

effective of their English course on the basis of how well they feel they have improved in their spoken proficiency (Richards, 2006). Speaking is an activity to explain someone in a certain situation or an activity to report something (Nunan, 2014). Speaking is the activity of conveying something directly using the correct words so that it is easily understood by the listener. Byrne (1984) defines speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking is a way to communicate with other people. With these skills, people can convey ideas, thoughts and opinions. Speaking is a skill that is an important part of everyday life and is a way that many people do it create social relationships as humans (Harmer, n.d.). Speaking is very important in everyday life, because by speaking we can convey and get information from other people. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Solcova, 2011). Speaking is also a way of training oneself to be able to convey thoughts, ideas, feeling to other people using good language so that it is easily understood by listeners. There are some aspects that must be mastered in speaking in order to speak well are grammar, vocabulary, comprehension, fluency, pronunciation (Lander & Brown, 1995). Based on this opinion, speaking English must follow the aspects that have been determined in order to speak English well. To be able speak English, of course have a lot of vocabularies so that it is easy to speak and know how to pronounce it so you don't make mistakes when speaking and must also have fluency in speaking so that it runs smoothly and does not stutter when speaking. According to Vanderkevent (1990) there are three components in speaking: speakers, listeners, and utterances.

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. Speaking is a crucial ability for anyone learning English as a second language. Delivering information or an idea from the speaker to the listener is the process of speaking. According to Scott and Ytreberg (2010: 33), speaking with peers and teachers facilitates emotional expression, language exploration, and interpersonal communication. As a result of their direct interactions with teachers and friends, students who speak participate actively in the learning process. In order to teach and learn English as a foreign language, speaking is essential. Therefore, when teaching speaking, the teacher must assist the students in pronouncing the new language correctly. In order to help students develop their communicative skills, speaking instruction is necessary. The process of imparting knowledge about speaking's various facets to students in order to improve their capacity to.

The ability of speaking is the most important skill to develop when studying a foreign language. Speaking is regarded as the most important of the four main language abilities in learning a foreign language. Someone who will speak English must of course know the procedures and rules for how to speak English well. H. Douglas Brown (2000) states there are some aspects that must be mastered in speaking in order to speak well, namely grammar, vocabulary, comprehension, fluency, pronunciation (Lander & Brown,

1995). From this state, to be able to master speaking skills you must follow the specified aspects. The goal is to be able to speak English well and be able to understand what peoples said. Harmer (1998, p.52) states that a good context of learning ought to be interesting for students although it does not have to be very funny and incredibly inventive, yet the students should at least want to see or hear the information. In line with that statement, the writer chose animation movies as media in teaching speaking for four specific reasons.

One important aspect of English speaking is that it is one of the skills taught at school. Many students struggle with it in a real-world class situation. Challenges in English involving pronunciation, fluency, grammar, and vocabulary. Besides, the students also have other obstacles that come from within themselves, such as personal information, lack of self-confidence, fear of making errors, the shame of others, anxiety, never practicing, and having no idea what to say. Students have difficulty with expressing themselves in public. They are reluctant, hesitant, and afraid of making mistakes. They lack of sufficient vocabulary, and lack of practice, which causes students to find unfamiliar words difficult to pronounce in speaking English fluently. Even if they have an idea, they are held back by uncertainty because they are frightened of making grammar mistakes and are concerned that other students will laugh at them if they do. The teacher should be prepared to overcome this situation. Also, the teacher is required to create a positive learning atmosphere that encourages and motivates the learners to study and makes them feel comfortable, engaged, and driven to learn English. Teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions. From the statement, writer can say that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measure of knowing a language.

These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Even, one of current models in literary of language education stated that language is a communication, not only a set of rule. It means that government and school with the model of language competences should prepare learners to communicate with the language in order to participate in the target language community itself.

Johnson (2006) also states that it is also known that visuals, including cartoons or animation movies, are employed to aid someone to see an immediate meaning in the language and to enhance language point. Animation movies gave a visual context. Donaghy (2014) states that the visual of animation movies can be an invaluable language teaching tool which enables learners to understand more by interpreting the language in a full visual context, assists the learners' comprehension by enabling them to listen to

language exchanges as well as to see visual such visual supports like facial expressions and gestures which help verbal message and a focus of attention. Fourth, the choice of animation movies was to avoid possible inappropriate scenes such as erotic acts, physical and mental violence, etc. This Application is fun, relevant and dynamic English conversations with native speaker from all countries and other experienced fluency coaches by using Real Life as the media of speaking activity, the students are helped to know how to talk communicatively with speakers worldwide. When we search for videos on YouTube, the results show a large number of videos that are related to the keywords that we enter. There are still some videos that can distract students' concentration that are related to the keyword of the video that the learners search. Therefore, the teacher still need to give a guidance in every learning and supervision in the selection of each material to be taught (Jalaluddin, 2016).

The functions of animation movies are to educate, entertain, enlighten and inspire the audiences. It means that animation movie is a kind of movie that uses sound and photographing or drawing of motion pictures that displayed by using projector to give education. Animaker is a software feature that provides an application for creating cartoon films. Animaker has a product called Animaker Whiteboard. With this application, you can create whiteboard animations efficiently. Animaker provides free and paid services. Animaker is a cartoon creation application that can be tried online.

In this application, the background and characters needed are already available. In this application, the background and characters needed are already available (Delila Khoiriyah Mashuru, 2020: 5).

The steps to create an animated video are as follows: Open the Animaker application using the web; Then register using your full name, email, and password; After logging in, you will see the menu for creating cartoons; After that, click create a film and two options will appear, blank page and template; Click blank page, and a form will appear with several characters to choose from; On the left side of the application, there is a feature panel for inserting drawings, text, backgrounds, sounds, and others; On the right side of the application, there is a panel for viewing the slides that have been created, adding new slides, or removing slides that are unnecessary; After that, select the characters and create cartoons according to your creativity and desires; After that, select a flat image from the image storage file to insert into the scene; After finishing creating the cartoon according to your preferences, then; click the export button which will display the export option menu. After that, select the feature you want to use, which is download MP4 or upload to YouTube.

The relevant research of this research: the first is a thesis from Alfi Hasanah (2020) entitled "The Effect of Video YouTube towards Students' Speaking Skill of The Tenth Grade at SMAN 2 Bangkinang Kota". The second is a research from Anas Setyo Wulandari (2022) entitled "Improving Students' Speaking Ability through YouTube Platform". The third is a research from Nisti Ramadhani (2023) entitled "The Effect of YouTube Videos Toward Students' Speaking Skill at The Eleventh Grade of Islamic

Senior High School YASMI Duri”. The fourth is a journal from Diki Riswandi (2016) entitled “Use of YouTube-Based Videos to Improve Students’ Speaking Skill”. The last is a journal from Ardianto, Kisman Saliya, Amra Ariyani (2022) entitled “Improving Students’ Speaking Ability by Using YouTube Application at Madrasah Aliyah Kalosi”.

Based on the three researches and two journals above, the similarity of the researchers' research is using YouTube application to improve students' speaking ability. The research used quantitative research. The research design used Pre-experimental design except Alfi Hasanahs' (2020) research and Diki Riswandis' research (2016). The technique of data collecting pre-test and post-test except Diki Riswandi's research (2016). The purpose of this research is to know the effect of YouTube application to improve students' speaking ability. The difference between the five studies and the researchers' research is that Diki Riswandi's research (2016) used classroom action research design and techniques of data collecting through speaking assessment and interviews. Alfi Hasanah's (2020) research design used quasi-experimental design.

Based on phenomena in the field, teachers found several problems, the lack of enthusiasm of students in speaking practice. And there are students who pronounce it incorrectly, giving rise to different meanings, there are also students who don't feel confident so they don't dare to talk about the topic. The next problem is students' lack of vocabulary so that students cannot yet speak and students are more silent than speaking or students who already have sufficient vocabulary but cannot develop it into sentences. When students spoke English, the author found students who were still hesitant when they wanted to speak. Therefore, students are always hesitant and confused when listening to and repeating the same words. This is due to their lack of practice in speaking both with friends and other people.

Based on the explanation above, the author conducted research with the title: analysis of students’ speaking ability by using animated movie at MA Hubbulwathan Duri. to measure the variable the researcher will identify in some indicator as follows: students must master the ability to pronounce sentences in English; students should be more confident in speaking English; students must also be fluent in speaking English; and students can speak with good and correct pronunciation.

Method

The method of this research was quantitative approach. Quantitative research is a testing objective theory by examining the relationship among variables. These variables in term can analyze using statistical procedure (Jhon W. Creswell, 2009:4). Research design was descriptive. The analysis of data by using descriptive. The aim of this research was to analyze students’ speaking ability using animated movie at eleventh grade students at MAS Hubbulwathan. The population of this research was an eleventh grade of MA Hubbulwathan students for the 2023/2024 academic year, all students were as samples.

The sample is a subgroup of the target population that the researcher plans to study to generalize the target population (Creswell, 2012). Saturated Sampling is a

sampling technique when all members of the population are used as samples. If the population is relatively small, less than 30 people (Sugiyono, 2018).

Tabel 1: Sample

No	Student	Male	Female	Total Sample
1	All of students MA Hubbulwathan	4	9	13

To obtain the data needed to answer all questions in formulation of problems, data obtained using tests and observation (Ridusan, 2012) the method of data collection is a technique or methods that can be used by Researcher for data collection. Sugiyono, (2018), Data collection techniques are the main step in research, because the main purpose of research is to collect data, if the researcher does not know the data collection technique, the researcher will not get data that meets the standard. To obtain data that note that the authors use data collection technique was test.

The data was collected by using writing test. The test is carried out orally and the assessment used six aspects specified by H. Douglas Brown (2000) in grading students' speaking assessment: grammar, vocabulary, comprehension, fluency, pronunciation, and task (Lander & Brown, 1995).

Table 2: The Category of Student's Speaking Score in English Learning

No	The Scores	Category
1	0 - 20	Very Low
2	21 - 40	Low
3	41 - 60	Adequate
4	61 - 80	High
5	81 - 100	Very High

Source : Yogesh (2006)

Finding and Discussion

After collecting and analyzing the data, the researcher found that there were are some difficulties in speaking English, including Vocabulary, grammar and language use. For data collection, the researcher came directly to the school to get the data that was the purpose of this research. Students are asked to recording videos. The time allotted to complete the test is 3 minutes. Students' speaking in learning was in the table below:

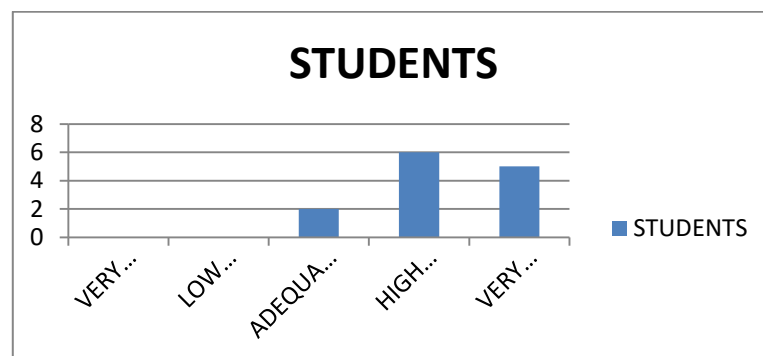
Table 3: The score of student's speaking ability in learning English

No	Students	Vocabulary	Grammar	compre hension	fluency	Pronoun ciation	Task	Total	Sco res
1	Students 1	4	4	4	4	4	5	25	80
2	Students 2	2	3	3	3	3	3	24	80
3	Students	3	3	3	3	3	3	27	90

	3								
4	Students 4	3	3	3	3	3	3	18	60
5	Students 5	2	2	3	3	3	2	15	50
6	Students 6	2	3	3	3	3	3	24	80
7	Students 7	4	4	3	3	3	4	21	70
8	Students 8	4	5	5	4	4	4	27	90
9	Students 9	4	5	4	5	4	4	27	90
10	Students 10	4	4	4	2	3	4	21	70
11	Students 11	4	4	4	4	4	4	24	80
12	Students 12	5	5	5	5	5	5	30	100
13	Students 13	5	5	5	5	5	5	30	100
Percentage Indicator	Per	70.7%	76.9%	75.3%	72.3%	72.3%	75.3%		

Based on the table above, the researcher has got the result from the speaking test, the researcher found 5 students (38.4%) got very high category. High category was 6 students (46.1%) and Adequate category was consist of 2 students (25.3%). So, the result showed the speaking ability by using animated movie at MA Hubbulwathan Duri 46.1% in high category. Every indicator had got high category.

Graph 1: Students' Speaking Ability Scores



Overall, the speaking ability of students in this group tends to be very positive. The total sample of 13 students shows a dominance at the middle to upper level (High

and Very High), with the success percentage reaching 100% above the low category. Overall, this data indicates that the speaking ability of students in this population is very good, where the majority of students have exceeded the basic competency standards.

Conclusion

This research can be concluded that the students' speaking ability at Eleventh grade students was generally categorized as High, where almost all students (84.61%) were able to demonstrate very good speaking performance based on the assessment instrument used. Suggestions for teachers are that teachers should continue to provide challenges through more complex activities such as debates or critical presentations to maintain their motivation. Suggestions for other researchers can try implementing new learning media.

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