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Journal of English Language and Education

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**Journal of English Language and Education (JELE)**, to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

## **PREFACE**

The challenges in the educational field trigger the researchers in the attempt of improving the education quality in Indonesia particularly, dealing with the methods and media used as well as the sources. *Journal of English Language and Education (JELE) Vol.2, No.1* provides articles which share ideas that hopefully they can give contribution to the education betterment by its new findings. This journal contains seven articles concerning on English language teaching and literature. They are categorized into content analysis, English syllabus, English literature, and techniques to teach English that aims to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the idea towards this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, June 2016

Editor

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## THE EFFECTIVENESS OF ANIMATION VIDEO IN TEACHING SPEAKING TO JUNIOR HIGH SCHOOL

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### Abstract

There were many problems happened in the English learning process in SMP N 1 Seyegan, such as; (1) the students were afraid of expressing their ideas; (2) they were lack of vocabularies; (3) they were bored in studying English including in their learning speaking. Thus, this research was intended to find out the effectiveness of animation video in teaching speaking to seventh graders in SMP N 1 Seyegan-Sleman. It involved 32 students of 7A as experimental class and 7B as control class. It was experimental study to overcome students' problem in learning English speaking skill and used pre-test and post-test as the instrument. The used design was quasi-experimental study. It was done with pre-test before treatments and post-test after having treatments. It was found that teaching speaking using animation video was effective. It can be seen from the result of the statistical computation using t- test. The t-test result of post-test in both of classes was 2.170 while t-table with the degree of freedom N-2 at 5% significance level was 1.999. It means that the result of the t-test was higher than t-table. Therefore, teaching speaking skill using animation video was considered effective. Based on this finding the researcher suggested to the teachers to use animation video in improving speaking skill especially for students in Junior High Schools.

**Keywords:** *speaking, animation video, experiment, quasi-experimental design*

### INTRODUCTION

English is an international language that is used for communication in many countries. According to Luhmann (2011) "Communication consists of some different components: message, information and understanding. Communication happens when its understood of an information is given.". Then, According to Luhmann (2011) "language is a transferring information orally to the global community and it is a foundation of communication". Based on those definitions, they mention that language is a communication system that contains some elements in transferring information. Language has two forms, they are spoken and

written. Spoken language involves sounds produced by our oral system while written language is language in the form of text. Spoken and written are used for communication and information exchange between speakers and listeners. In this research, the researcher focused on spoken language only. However, speaking cannot be separated from other elements in English teaching-learning process because it influences the ability of students in studying English language. In addition, by mastering speaking skill people can carry out conversation with others, express their ideas, and exchange information with the other people. In this case, students should be able to speak English to communicate with

foreigners. Speaking is one of the important skills that need a lot of practical use. By speaking the students can express their ideas to others. Language is not only taught and learned, but it is used as a habit. That is why the students must be able to speak in English because students will need English in the future. In speaking, the students will study about components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension. According to Marily (2003) "to improve the students motivation in speaking class, the teacher has to offer the equal chances to the students to speak up, use the varying speaking activities such as individual presentation and group work". It means that the teacher can improve the students motivation in teaching speaking by providing the attractive activities and equal chances to the students. When the teacher can offer the equal chances, the students will feel fair in the class activities.

Based on the early observation in SMP N 1 Seyegan, the teacher did not give more opportunity for the students to express their ideas in speaking class. The students were only asked to memorize the vocabulary, to open the exercise book, read the task, and then do the exercise.

Then, the teacher asked the students to write the words without asking their friends to use in the communication. Hence, some students did not know the function of this language exercise. As a result, the students were not interested in English

learning process. They became passive in English learning and they could not speak in English. Therefore, the English learning process was not effective. Referring to the issues, this research used animation video to overcome those problems. Since the animation video was never used in the research setting, this research aimed at finding the effectiveness of animation video. Since it was experimental study, it involved two classes as the experimental class and control class. According to Hidayat (2010) the use of animation video in learning process is to promote the interaction among teacher and students and produce an effective learning process. Then, the learning process would be enjoyable and interesting because there are many potential things inside of the animation video through sound, picture, dialogue, color and others..

## **METHOD**

Referring to the issues written previously, the researcher used experimental study. According to Sugiyono (2012) the purpose of experimental study is to find out the effect of a certain behavior. In this case, the researcher conducted this research to find out the effectiveness of animation video in teaching students' speaking skill. This research used quasi-experiment where the sample was selected purposively. It means that there were experimental class and control class. The setting of this research was conducted at SMP N 1 Seyegan. It was held

on April 21 to June 1. There were 64 students as the participants.

## **FINDINGS AND DISCUSSION**

The researcher used pre-test and post-test to compare the mean difference of students' speaking achievement using animation video. The purpose of this test was to find out and measure the achievement of the students' skill in speaking before and after having treatments. The post-test was conducted on June 1, 2015 in experimental class and control class. There were 64 students as the sample in this test. The form of post-test was similar with pre-test; describing people, place and animal in oral presentation. The total of the questions were

eleven item numbers. Meanwhile, the time allocation of this test was 80 minutes.

Based on table 1, the researcher found the highest score was 93 and the lowest score was 67. There were two students who got 93 (6%), one student got 90 (3%), five students got 87 (16 %), three students got 83 (9 %), ten students got 80 (31%), one student got 77 (3%), three students got 73 (9%), five students got 70 (16%), two students got 67 (6%). It means almost all students pass the Minimum Standard Adequacy (SKM). The Minimum Standard Adequacy (SKM) was 75. Based on the students' post-test result, there were 69% of 32 students who passed the Minimum Standard Adequacy (SKM).

### **The Result of Speaking achievement Using Animation Video**

**Table 1. Post-Test Scores of Experimental Class**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>No</b>	<b>Name</b>	<b>Score</b>
1.	X <sub>1</sub>	77	17.	X <sub>17</sub>	87
2.	X <sub>2</sub>	93	18.	X <sub>18</sub>	73
3.	X <sub>3</sub>	87	19.	X <sub>19</sub>	80
4.	X <sub>4</sub>	70	20.	X <sub>20</sub>	90
5.	X <sub>5</sub>	80	21.	X <sub>21</sub>	67
6.	X <sub>6</sub>	80	22.	X <sub>22</sub>	70
7.	X <sub>7</sub>	80	23.	X <sub>23</sub>	80
8.	X <sub>8</sub>	80	24.	X <sub>24</sub>	70
9.	X <sub>9</sub>	80	25.	X <sub>25</sub>	70
10.	X <sub>10</sub>	67	26.	X <sub>26</sub>	67
11.	X <sub>11</sub>	70	27.	X <sub>27</sub>	83
12.	X <sub>12</sub>	80	28.	X <sub>28</sub>	87
13.	X <sub>13</sub>	93	29.	X <sub>29</sub>	80
14.	X <sub>14</sub>	73	30.	X <sub>30</sub>	87
15.	X <sub>15</sub>	87	31.	X <sub>31</sub>	80
16.	X <sub>16</sub>	83	32.	X <sub>32</sub>	83

### The Result of Speaking Achievement without Using Animation Video

Table 2. Post-Test Scores of Control Class

No	Name	Score	No	Name	Score
1.	C <sub>1</sub>	83	17.	C <sub>17</sub>	73
2.	C <sub>2</sub>	77	18.	C <sub>18</sub>	80
3.	C <sub>3</sub>	77	19.	C <sub>19</sub>	80
4.	C <sub>4</sub>	77	20.	C <sub>20</sub>	87
5.	C <sub>5</sub>	80	21.	C <sub>21</sub>	70
6.	C <sub>6</sub>	70	22.	C <sub>22</sub>	80
7.	C <sub>7</sub>	77	23.	C <sub>23</sub>	93
8.	C <sub>8</sub>	87	24.	C <sub>24</sub>	97
9.	C <sub>9</sub>	67	25.	C <sub>25</sub>	77
10.	C <sub>10</sub>	87	26.	C <sub>26</sub>	60
11.	C <sub>11</sub>	77	27.	C <sub>27</sub>	77
12.	C <sub>12</sub>	83	28.	C <sub>28</sub>	67
13.	C <sub>13</sub>	80	29.	C <sub>29</sub>	80
14.	C <sub>14</sub>	80	30.	C <sub>30</sub>	77
15.	C <sub>15</sub>	70	31.	C <sub>31</sub>	70
16.	C <sub>16</sub>	60	32.	C <sub>32</sub>	60

Post-test was given after giving treatments without using animation video. The purpose of giving posttest was to find out the students speaking skill ability after getting treatments. The post-test was conducted on June 1, 2015 for control class (7A). There were 32 students in control class (7A). The post-test was conducted in the form of oral test as the same as pre-test.

Based on table 2, Post-test score of control class result, it can be seen that the highest score was 97 and the lowest score was 60. There were one student who got 97 (3%), one student who got 93 (3%), three students who got 87 (9%), two students who got 83 (6%), seven students who got 80 (21%), eight students who got 77 (24%), one student who got 73 (3%), four students who got 70 (12%), two students who got 67 (6%),

three students who got 60 v. By looking at those control class score result, there were some differences from the experimental class score result. The mean of the experimental class was higher than control class.

### CONCLUSION

It has been written that this research aimed at finding out the effectiveness of teaching speaking using animation video which involved two groups; experimental and control. In the experimental class where the students were treated by using animation video, it showed that the mean score of pre-test was 39.40 and post-test 80.68; whereas, in the control class, the students' result after getting treatments was 53.37 for pre- test and 76.47 for post-test. It means that the experimental group reached the higher score

than control. Therefore, it can be concluded that the use of animation video was effective in improving students' speaking skill. It can be seen from the difference scores of the experimental that was 41.28 significantly improved.

In general, animation video can be used as media in teaching speaking. In this research, it can be concluded that animation video can be used in teaching speaking. Based on the result above, teaching speaking using animation video was effective in improving students speaking and students motivation in expressing ideas orally.

In line with the conclusion, the researcher would like to give suggestions to:

1. English teachers
  - a. English teachers are suggested to use animation video as teaching media in order to improve speaking skill of the Junior High School students, because its effectiveness was proved.
  - b. The teachers should give more practical exercise to make students more confidence in expressing their idea orally.
  - c. Hopefully, English teachers can develop their creativity in teaching English, for instance in using media.

## 2. Teacher's Upper

This research finding is to launch the new policy for the teacher to vary their media in teaching learning process.

## 3. The future researcher

- a. This method can be an alternative way for the next researchers as reference for the relevant research issue.
- b. Using animation video in teaching speaking was recommended as an alternative way for the English teacher and or next researcher.

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**NOTES FOR  
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Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

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Shillaw, J. The Application of Rasch Modelling to Yes/ No Vocabulary Tests. *[Online]* Retrieved from <http://www.scan.ac.uk/cals/cals/res/vlibrary/js96a.htm> on 12 September 2005.

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