IMPROVING STUDENTS' ABILITY IN SPEAKING TROUGH ANIMATION MOVIE

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Abstract

The objectives of the study were to investigate whether any significant difference in the improvement of students' ability in story retelling using animation movie and without using animation movie. The total number of populations were 150 students. The sample in this study was 20 students. The researcher carried out an experimental study using statistical method called t-test. The researcher used two groups: experiment group and control group. In the control group the researcher used written text story, while in the experiment group, the researcher used animation movie. The data showed that the mean score of pre-test in experimental class was 73.5, while the mean score of pre-test in control group class was 74. Meanwhile, the mean score of post-test in experimental class was 78.1, and the mean score of post-test in control group class was 74.8. The statistical analysis showed that the minimum gained score of experimental class was 3 and the minimum gained score of control group class was 0. While, the highest gained score of experimental class was 8 and control group class was 2. The average gained score of experimental class was 4.6, and for control group class were 0.8. It can be concluded that the students' speaking skill in experimental class that were given by the treatment through animation movie were improved more effectively than the control group.

Keywords: Animation movie, Speaking Ability

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam peningkatan kemampuan siswa dalam menceritakan kembali cerita menggunakan film animasi dan tanpa menggunakan film animasi. Jumlah seluruh populasi adalah 150 siswa. Sampel dalam penelitian ini adalah 20 siswa. Peneliti melakukan penelitian eksperimental dengan menggunakan metode statistik yang disebut uji-t. Peneliti menggunakan dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Pada kelompok kontrol peneliti menggunakan teks cerita tertulis, sedangkan pada kelompok eksperimen peneliti menggunakan film animasi. Data menunjukkan bahwa nilai rata-rata pre-test di kelas eksperimen adalah 73,5, sedangkan nilai rata-rata pre-test di kelas kontrol adalah 74. Sementara itu, nilai rata-rata post-test di kelas eksperimen adalah 78,1, dan rata-rata skor post-test di kelas kontrol adalah 74,8. Hasil analisis statistik menunjukkan bahwa nilai perolehan minimal kelas eksperimen adalah 3 dan nilai minimal yang diperoleh kelas kontrol adalah 0. Sedangkan nilai tertinggi yang diperoleh kelas eksperimen adalah 8 dan kelas kontrol adalah 2. Rata-rata skor yang diperoleh dari kelas eksperimen. kelas adalah 4,6, dan untuk kelas kontrol adalah 0,8. Dapat disimpulkan bahwa keterampilan berbicara siswa di kelas eksperimen yang diberi perlakuan melalui film animasi meningkat lebih efektif daripada kelompok kontrol.

Kata Kunci: Film animasi, Kemampuan Berbicara

1. INTRODUCTION

English is an important means of communication, which is used by many countries in this world. It plays an important role as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992:3). English is introduced as a compulsory subject to be taught from the seventh year of Junior High School up to the twelfth year of students. The researcher wants to discuss one of the many problems connected with English learning. English learning problems can take place both at home and at school. The teacher and the students are different, and therefore, we might find different motivations for learning as well. At school, the problems may appear when the class consists of a big number of students. The noisy class does not only disturb the students who really want to study, but also influence the students' concentration to the subject given in class. The condition like this can make the students feel bored and do not like to study. For example, in speaking, they may have the knowledge of how to speak, but in practice they find difficulties. They lack self-confidence. To build their confidence, students need more practice so that teachers are suggested to create and use interesting method. One of such the methods is retelling story. Generally, retelling story is liked by the students because they like stories. It is also an appropriate method for the students at their age.

Animation movies is one of the many media to teach speaking. Using animation movies as a means in teaching speaking can be very pleasing and interesting for the students. By using animation movies students will be more interested and more active in learning. They will feel something new and different from what they usually get in their class. The writer hopes that with the use of Animation movies they will be active as participants and they have more a chance to express their minds, emotions, feelings and attitudes. The researcher assumes that animation movie will attract students' interest and stimulate them to enjoy retelling story. As Walt Disney says, animation offers a medium of retelling story and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world.Although the animation movie is in English language, the students will enjoy watching it for the following reasons: The animation movie has strong characters that are very interesting for the students,animation movie also has a lot of moral values that can give a lot of social education to the students. Theresearcher uses Brother Bear film because this film has strong characters that are very interesting for the students, Brother Bear also has alot of moral values that can give a lot of social education to the students, andBrother Bear also has a simple story.

2. METHODOLOGY

The study used Quasi Experimental Design. These designs provide control of when and to whom the measurement is applied but because random assignment to experimental and control treatment has not been applied, the equivalence of the groups is unlike. This design was often used in classroom experiments when experimental and control groups were such naturally assembled groups as intact classes which may be similar. The difference between the mean of the O1 and O2 scores and the difference between the mean of the O3 and O4 scores (main gain scores) are tested for statistical significance. Since this design may be the only feasible one, the comparison is justifiable, but the results should be interpreted cautiously. The study used a quantitative study, in terms of gathering and evaluating data. Thus, this study conducted to get the significance of animation movie to improve students' ability in retelling story through administering pretest and post-test to get the scores and to have statistics data.The population of this study was the first semester of the Students of STIE ALWASHLIYAH SIBOLGA TAPANULI TENGAH in the academic year of 2020/2021. The total number of the population was 150 students The sample divided into two groups consisting of 10 students in experiment group and 10 students in control group.

3. FINDINGS AND DISCUSSIONS

The part shows the general description of the students' scores in both the experimental class and control group. The description divided into some sections: pre-test, post-test, gained score, and data analysis. And it is the data were collected from the results of students' scores of pre-test and post-test in both experimental class and control group.

The scores can be clarified that the mean score of pre-test in experimental class was 73,5, while the mean score of pre-test in control group was 74. And from the scores of both classes, it means that there was a difference between the students'achievement of scores in pre-test (experimental class and control group). Here, the control group got the higher mean score than the experimental class. Next page for the followings the descriptions:

Pre-test Score

Table 3.1 The Students' Pre-test scores of Control class

		CRITERIA	

NO	NAME	Prouanciation	Grammar	Vocabulary	Fluency	Comprehension	MEAN SCORE
1	FA	80	80	70	75	75	76
2	ZUL	70	70	75	75	75	73
3	AD	80	80	80	80	75	79
4	FS	70	70	75	75	75	73
5	SU	75	75	70	75	75	74
6	MR	75	75	75	75	75	75
7	A	80	75	80	80	75	78
8	S	70	75	75	70	70	72
9	WEN	80	75	75	70	70	74
10	ZA	70	70	70	60	60	66
TOTAL							740
MEAN							74

Table 3.2 The Students' Pre-test scores of Experimental Class

Table 3.3 The students' gained comparison scores between pre-test and post-test of

NO	NAME	CRITERIA					MEAN SCORE
		Prounciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AF	70	70	70	70	60	68
2	AH	70	75	75	70	70	72
3	A	75	75	75	75	75	75
4	ALM	80	80	75	75	70	76
5	AS	80	80	80	75	75	78
6	DS	80	80	70	75	75	76
7	HWH	80	75	75	70	70	74
8	MWK	70	70	70	70	60	68
9	R	70	75	75	70	70	72
10	S	80	80	70	75	75	76
TOTAL							735
MEAN							73,5

The table above shows that the minimum gained score of experimental class was 3 and the minimum score of control group was 0. The highest score of experimental class was 8 and control group is 2. The average gained score of experimental class was 4,6 and

for control group was 0.8. The data of the students was analyzed by using t-test to prove whether there was any significant different between the students' retelling story in experimentalclass as the X variable and control group as the Y variable. But, before using the formula of t-test, the students' score in the experimental class and control group were tabulated to calculate the gained score of each class.

The Hypothesis Testing

After obtaining the data by using t-test formula, it is used to prove the result of the hypothesis as follows. Based on the description of the data calculation, it shows that:

1. The value of t-observation is **4,5**

2. The degree of freedom (df) is **18**, so the value of t-table in significance level of 5% = **2.1**

Because the value of t-observation > t-table, it proves that the null hypothesis(H_a)is rejected and the alternative hypothesis (H_0)is accepted which stated that there was significant different between the students 'speaking ability before and after using animation movie at the first semester of students of STIE ALWASHLIYAH SIBOLGA ($\mu1 \neq \mu2$).

Based on the calculation of t-test, it is known that the result of t-observation is 4,5 and the degree of freedom (df) is used in the significance level of 5% = 2,1. By comparing the value of t-observation and t-table, it can be known that the result of calculation of t-observation is higher than t-table, indicates that after getting treatment the experimental group got better understanding than control group. It can be seen that there was significant difference in the improvement of students' mastery in story retelling using Animation movie and without using Animation movie. It can also be seen that Animation movie is an effective medium to improve students' ability in speaking

4.   CONCLUSIONS

This study had quasi-experimental design which was intended to get the significance of using animation movie to improve students' ability in speaking. Animation movie is effective to be applied in teaching speaking skill. It can develop confidence, vocabulary, grammar, and comprehension. It can be concluded that the students' speaking skill in experimental class that were givenby the treatment through animation movie were improve more effectively than the control group. There are two internal threats to the findings of the study. First, is about the time management. The researcher had to manage her time to keep consistence in study and she also had to take a sample of the study to complete the research. These things surely made him a bit confused. But, finally the

researcher had successfully finished all him works by making a schedule and estimating the time.

5. REFFERENCES

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