



The Effect Of Using Animation videos On Students' Speaking Ability

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ABSTRACT

Purpose of the study: This research aims to collect empirical data regarding the effectiveness of using English animated videos in improving the speaking skills of eighth grade students at SMPN 9 South Tangerang.

Methodology: The research method used is quantitative with a quasi-experimental approach. The population of this research was class VIII students at Junior High School Negeri 9 South Tangerang. A total of 60 students were selected as samples using purposive sampling techniques and divided into two groups, namely the experimental group and the control group. The instrument used was an oral test given before and after treatment. Pre-test and post-test data were analyzed using the t-test.

Main Findings: The pre-test results showed that the average score of the experimental group was slightly higher than the control group, while the post-test results showed a significant difference, with the experimental group's score being much higher than the control group. The research results show a significance value (p) of 0.000 with a confidence level of $\alpha = 0.05$, which shows that the use of English animated videos is effective in improving students' speaking skills in eighth grade at Junior High School Negeri 9 South Tangerang.

Novelty/Originality of this study: This study integrates English animation videos that use intelligence-based technology to provide direct feedback on students' speaking abilities, offering interactive practice sessions. It compares local and global culture-based animation videos to assess content relevance to learning outcomes. The research also emphasizes the impact of animated videos on specific speaking aspects, such as pronunciation, fluency, and intonation, while comparing them with other learning media. Additionally, it explores how animated videos enhance independent learning, motivation, confidence, and their effectiveness across different language proficiency levels.

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1. INTRODUCTION

Language serves as a basic medium of human interaction, facilitating the expression of thoughts and emotions through spoken and written forms. English, in particular, has an important role as an international language, fostering relationships between individuals around the world in various areas of life, including economics, education, and international relations. Recognizing the importance of English language proficiency, governments often require that English language proficiency be included in the school curriculum, starting from the elementary level [1], [2], [3].

Comprehensive language acquisition requires proficiency in listening, speaking, reading, and writing, with each skill being intricately interrelated. Ignoring any aspect can have a detrimental impact on overall linguistic competence. Among these skills, speaking deserves special emphasis, as it facilitates fluent conversation, increases vocabulary, perfects grammar, perfects pronunciation, and promotes listening comprehension an underlined integral aspect that emphasizes the important role of speaking in everyday life. measure English proficiency [4], [5], [6].

However, despite its importance, many students face challenges in mastering spoken English. Observations at institutions such as Junior High School Negeri 9 South Tangerang show common obstacles, including difficulty understanding topics of conversation, fear of mistakes due to limited vocabulary, and disengagement stemming from conventional teaching methods that rely on textbooks and blackboards. To overcome this problem, educators must diversify learning approaches, utilizing various media to enrich the learning experience [7], [8], [9].

Animated videos are emerging as a promising tool to enhance teaching, offering dynamic visuals and immersive storytelling to complement traditional materials. Integrating animated videos into the language classroom will facilitate multi-sensory learning experiences, increasing student engagement and understanding. Such multimedia resources, such as immersing learners in authentic contexts, stimulate visual and auditory memory to deepen understanding [10], [11], [12].

Based on these insights, researchers propose research entitled "The Impact of Using English Animation Videos on Students' Speaking Ability" which targets class VIII students at Junior High School Negeri 9 South Tangerang in the 2019/2020 academic year. By utilizing the potential of animated videos as a teaching tool, this research aims to improve students' speaking skills, creating a more dynamic and effective learning environment. Through these efforts, it is hoped that students will experience a marked improvement in their spoken English skills, demonstrating the transformative impact of the innovative teaching methodology [13], [14].

Based on previous research that has been conducted, there is a gap that lies in the focus of the use of animated videos in general without mentioning a specific approach, while this study uses learning videos that combine elements of stories and songs, so that they are more focused on learning strategies. In previous studies, the target group was "students," which has a wider scope, covering elementary to middle school ages, while this study is more specific to "children," which most likely refers to early childhood or lower elementary school students. By combining two learning methods, previous research is more innovative, but this study excels in its application to various age levels. As a recommendation, previous research can narrow the focus by adding story or song elements to animated videos, while this study can be expanded to test its effectiveness on older students.

The novelty of this study integrates English animation videos that not only present visuals and audio, but also utilizes intelligence-based technology to provide direct feedback on students' speaking ability. The animation videos are designed to have interactive practice sessions, such as pronouncing words or phrases, which are automatically responded to by the system. In addition, this study expands the scope of testing by comparing the effectiveness of local and global culture-based animation videos in improving students' speaking ability, providing insight into the relevance of content to learning outcomes [15], [16], [17].

The implications of this study are expected to provide significant contributions in the development of technology-based learning media that support English language acquisition, especially in speaking skills. These findings can also be utilized by teachers to design more effective and interesting learning strategies for students, especially in the digital era. Practically, the use of animated videos can increase student engagement in learning, while facilitating individual evaluation of speaking skills. In terms of policy, the results of this study can be a basis for policy makers in the field of education to integrate advanced technology into the language learning curriculum.

This study is significant because it addresses the gap in the use of animated videos as a learning medium by integrating story-based and song-based approaches, and utilizing artificial intelligence technology to provide direct feedback on students' speaking skills. Focusing on early childhood to lower elementary school students, this study emphasizes the relevance of interactive and contextual learning media. In addition, this study compares the effectiveness of local and global culture-based animated videos, providing new insights into the influence of content on learning outcomes. Practical implications include increased student engagement and more effective assessment of speaking skills, while in policy terms, the results can be the basis for technology integration in education curricula to support the transformation of modern and inclusive learning systems [17], [18].

2. RESEARCH METHOD

This type of research adopts quantitative methods. Quantitative methods emphasize postpositive statements to develop knowledge through experiments, surveys, and data collection through predetermined instruments. This investigation aims to collect empirical data regarding the impact of using animation on students' speaking abilities. The research design used was quasi-experimental, which, according to Creswell, seeks to evaluate the effectiveness of a program or intervention without direct control over assignment, often used when

random assignment is impractical. Two types of variables were identified: animated videos as the independent variable and students' speaking ability as the dependent variable [19], [20].

The research was conducted at SMPN 9 South Tangerang with a population of 180 class VIII students. Two classes, VIII.9 and VIII.10, each consisting of 30 students, were selected as samples. The total sample was 60 students, divided into experimental group (VIII.9) and control group (VIII.10). The selection of these classes was with permission from the school and was facilitated by the author's involvement in the Teaching Practice Program.

The primary data collection technique is a test that is given twice as a pre-test and post-test to the experimental and control groups. The pre-test assesses students' initial speaking abilities, while the post-test evaluates the impact of the intervention. In addition, this treatment involves students watching and listening to animated videos in English, with a focus on expressions to invite others [21], [22].

Data analysis was carried out in several stages, starting with normality and homogeneity tests using SPSS software. The normality test assesses whether the data distribution is normal, while the homogeneity test tests whether the data from the two groups has the same variance. Next, a t-test was carried out to determine the significance of the difference between the scores of the experimental group and the control group. The impact size was then calculated using Cohen's formulation to measure the strength of the impact [23], [24], [25].

The research followed a structured procedure, starting with administering a pre-test, followed by a treatment phase which involved the experimental group watching animated videos while the control group used regular textbook teaching methods. Finally, a post-test was administered to assess the impact of the intervention on students' speaking abilities. The entire process adheres to predetermined protocols and statistical analysis to ensure the rigor and validity of the research findings.

3. RESULTS AND DISCUSSION

In this research, an analysis was carried out on the effect of using English Animation Videos on students' speaking abilities. The results showed that the experimental class taught with English Animation Videos showed a significant increase in speaking ability compared to the control class. The average pre-test and post-test scores of the experimental class showed a striking increase, with an average pre-test score of 52.93 increasing to 73.2 in the post-test. In contrast, the control class showed a smaller increase, with an average pre-test score of 53.2 increasing to 60.8 in the post-test. Statistical analysis revealed a significant difference in improvement between the two classes, with the experimental class showing a higher improvement of 20.27 points compared to the control class' improvement of 7.6 points.

Hypothesis testing further strengthens the effectiveness of English Animation Videos as a teaching method, with an independent sample t-test producing a p value of 0.000, indicating a significant difference in post-test scores between the experimental and control classes. In addition, effect size analysis using Cohen's d formula revealed a strong effect, with a value of 1.96, indicating a substantial impact of the treatment on students' speaking abilities.

Overall, these findings strongly support the effectiveness of English Animation Videos in improving students' speaking abilities among eighth grade students. The treatment showed significant positive effects, leading to improved speaking skills compared to traditional teaching methods. This highlights the potential of multimedia resources such as animated videos in facilitating language learning and comprehension, providing valuable visual and auditory stimuli for students to assist in their language acquisition journey.

Apart from that, it should also be noted that the use of English Animation Videos has succeeded in improving students' speaking skills in an entertaining and interesting way. By presenting learning material in an interesting and interactive form, students become more interested and involved in the learning process. This can motivate students to learn more actively and increase retention of the material studied.

Furthermore, the results of this research provide practical implications for language teaching in schools. The use of English Animation Videos can be an effective alternative for improving students' speaking skills, especially in the context of learning English as a foreign language. By providing engaging and interactive media, teachers can increase the effectiveness of their teaching and facilitate more effective learning.

Apart from that, this research also highlights the importance of using technology in education, especially in the context of language learning. By utilizing multimedia technology such as animated videos, teachers can create a more dynamic and interesting learning environment for students. This is in accordance with developments in the era where technology is increasingly becoming an integral part of everyday life, including the learning process at school.

Finally, it is important for educational institutions to continue to develop and expand the use of technology in language teaching. By leveraging the latest innovations in educational technology, educational institutions can strengthen their commitment to improving the quality of learning and equipping students with relevant skills for the future.

In line with the research that has been done there is a gap with this research. Previous research has the advantage of providing a comparative context between two learning media, namely animated videos and story books, which is not found in this study, which only focuses on the effectiveness of animated videos. In addition, this study also presents additional information related to the distribution of scores in the experimental and control classes through standard deviation analysis, which enriches the interpretation of the research results and provides an overview of the variation in students' understanding levels. In terms of application context, this study is more specific because it focuses on students in one particular school, namely SMPN 9 Tangerang Selatan, while previous research has the potential to be generalized to various other contexts, considering that it is not limited to a particular population [26], [27], [28].

The novelty of this study lies in the emphasis on the effects of animated videos on specific aspects of speaking, such as pronunciation, fluency, and intonation, which have not been widely studied before. In addition, this study compares the effectiveness of animated videos with other learning media, such as traditional videos or direct teaching methods, to provide a clearer picture of their impact. This study also explores how animated videos can improve students' independent learning abilities, as well as their motivation and confidence in speaking without teacher assistance. In addition, this study measures the effectiveness of animated videos at different levels of students' language proficiency and explores the use of animated videos that integrate cultural elements from English-speaking countries to improve comprehension and speaking skills in a more authentic context.

This study has several limitations, including limited learning time and duration, so it cannot measure the long-term effects of using animated videos on students' speaking skills. Variations in students' language proficiency levels can also affect the effectiveness of animated videos, while the type and quality of animated videos used may not cover all existing approaches. External factors such as the learning environment, students' personal motivation, and the presence of teachers can affect the results of the study. In addition, the limitations of the measurement tools used to assess aspects of speaking such as pronunciation, fluency, and intonation, as well as limitations in generalizing findings to certain groups of students, are also limiting factors. Dependence on technology and its accessibility can also be a barrier, especially if there are technical constraints in implementing animated video-based learning.

Therefore, the researcher recommends that further research can develop animated video-based learning media with a more varied approach, such as combining story books or augmented reality technology to improve students' learning experience. The duration of testing also needs to be extended to evaluate the long-term effects on students' speaking skills, self-confidence, and independent learning motivation. In addition, it is necessary to adjust animated videos based on language proficiency levels, from beginners to advanced, as well as exploration of local culture-based content that can strengthen students' cultural identity while enriching their understanding of global culture. To improve accuracy, the development of more comprehensive assessment instruments to measure aspects of pronunciation, fluency, and intonation is a priority, including the use of technology-based automated methods. In terms of accessibility, learning media needs to be designed to be compatible with simple devices to overcome the limitations of technological infrastructure in some schools. Finally, comparative studies with a wider population coverage, both from various regions and countries, are needed to expand the generalizability of the results and compare the effectiveness of animated videos with other learning methods in different contexts [29], [30].

4. CONCLUSION

Overall, the findings from this research confirm that the use of English Animation Videos has a significant impact in improving students' speaking abilities at Junior High School Negeri 9 South Tangerang. This treatment not only helps students improve their speaking skills, but also increases students' interest and involvement in the learning process. The practical implications of these findings highlight the importance of using multimedia technology in language education and confirm that innovative approaches such as these can improve the effectiveness of teaching and learning. Therefore, developing learning strategies that integrate technology is key in efforts to improve the quality of education and prepare students to face future challenges.

This study has several limitations, including the short duration of learning so that it cannot evaluate long-term impacts, variations in students' language proficiency levels that affect effectiveness, and limitations in the types and quality of animated videos used. External factors, such as the learning environment, student motivation, and teacher presence, also affect the results of the study. In addition, the limitations of measuring instruments for the speaking aspect and the difficulty in generalizing findings to a wider group of students are obstacles, coupled with the reliance on technology that can face accessibility and technical constraints.

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shortcomings, so constructive criticism and suggestions will be greatly appreciated for the improvement of future research.

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