

**THE USE OF ANIMATION MOVIE (STORKS) TO ENHANCE STUDENTS'
SPEAKING PERFORMANCE
(A Collaborative Classroom Action Research to the First Year Students of
SMAN 1 Pandrah)**

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ABSTRACT

The title of this thesis is *The Use of Animation Movie (Storks) to Enhancing Students' Speaking Performance (A Collaborative Classroom Action Research to the First Year Students of SMAN 1 Pandrah)*. From the title above, the researcher found that the students did not know what the teacher said in English learning, the students were lack of vocabulary, the students did not look active in teaching speaking, and the teacher always used Indonesian language to make them understand about the explanation of English material. So, the researcher put two problems of this research with the question as follows: first, How does the use of animation movie (storks) as media enhance the students speaking performance? Second, How does the students respond in implementing of animation movie (storks) as media in teaching students' speaking performance?. Based on the research problems, the purposes of this research were: first, to find out the use of animation movie (storks) as media enhance the students speaking performance. Second, to find out the students' response in implementing of animation movie (storks) as media in students speaking performance. This research was a collaborative classroom action research that was done in two cycles. The research subject was the first year students of class VII/1 of SAPN 1 Pandrah. The sample of this research was 16 students. The data were collected through the field note, speaking test, students' observation checklist, the teacher's observation checklist, and questionnaire. The data were analyzed through the descriptive qualitative research. The researches were conducted into two cycles, the procedures of action research: planning, implementing, observing, and reflecting. The first cycle consisted of two meetings, and the second cycle consisted of two meetings. After the researcher was done (cycle I and cycle II) the students' means score increased from 68 in cycle I be came 76 in cycle II. The finding of the research also showed that the use of animation movie (storks) as media can improve the students' speaking performance in storytelling, it was showed from the result of students' mastery speaking test in each cycle which the action implemented.

Key Words: speaking performance, storytelling, Animation Movie (storks) as media

I. INTRODUCTION

Speaking is one skill that is very essential for language learner. By speaking the students can share anything they know to other people. Then speaking usually happen simultaneously and unpredictable also, it is mean that likely to change suddenly and without reason and therefore not able to be predicted. Speaking is also a process of a human to express their feeling and idea to share with other, so speaking skill is an important skill for each human especially for students.

Curriculum 2013 is curriculum used by SMAN 1 Pandrah. According to curriculum 2013 the students are able to master all skills such as writing, reading, speaking and listening where all skills that related to each other. In learning speaking skill, the students all also expected to improve their communication skill and achieve the standard of minimum score criteria (KKM) about 70% in the classroom. There are some issues faced by in students speaking namely the students' interest, the material, and the media among others includes the technique in teaching English. Based on observation, the researcher found some problems of the students and the teacher at SMAN 1 Pandrah. The first problem was the students had difficulty in speaking to understand what native speaker speaks in a movie or on the tape. The second was students rarely practice new vocabulary's it would make them unable to speak English.

Moreover, the researcher also found some problems faced by the teacher in teaching speaking English. First, the teacher still used conventional (teacher contend learning) method in teaching. Second the teachers still use Indonesian and Acehnese in teaching English. Third, the teacher lack of facility as in teaching English, such as infocus and speaker.

Considering the problems above, the teachers have to motivate the students in learning English especially in speaking performance. Teaching speaking needs specific learning model or media to help the students to improve their speaking performance. Using animation movie (storks) in teaching speaking performance in story telling is very interesting for students. Animation movie (storks) as audio visual aids is beneficial for the teacher and students in English language teaching. Animation movie (storks) has several advantages such help the students to deliver story. The students can see as well as hear what is being said, the animation movie (storks) is much closer to real life. It is also much easier to understand (the facial expressions, the gestures and the physical background). The students were able to express ideas and content. Students focus on the purpose of the story of animation movie (storks) and they were able to make a good organization.

Related to the observation above, many previous research conducted about the use of animation movie (storks), Wediyantoro entitled "Improving The Speaking Ability of The Students at Public Vocational School 6 Malang, Indonesia, Using Animation Movie As Teaching Media"(2016). Referring to the results of the research, it can be inferred that animation movies are applicable to be used as teaching media to improve the students' speaking ability, particularly in expressing ideas and feelings at Public Vocational School 6 Malang, Indonesia using an appropriate strategy.

Furthermore, the other researcher is Nuryati entitled "Utilizing Cartoon Video To Improve Students Speaking Skill"(2016). Based on the result in discussion above, it can be concluded that the use of cartoon videos as teaching media improve students' speaking skill. Based on the result, posttest gives much improvement. In the pre-test, their average score was 61 then improve to 83.8 in post-test 1, and post-test 2 their average score reached 87.6. The class situation during the implementation of the actions also improved. The students became active in joining the class. They paid more attention during the teaching and learning process. Moreover, they did all the tasks and instruction given. Based on the discussion, the researcher makes conclusion that utilizing cartoon videos improve students' speaking.

Rosdalina "Improving Students Speaking Skill Trough Animation Movie" (2016). Base on the result of the research, Animation Movie as media helpful teaching and learning process and made the students motivated and actively involved in speaking activity. Animation Movie as media helped the students develop better activities in students. Animation Movie could minimize the students' passiveness in the process of teaching and learning to speak.

Regarding to previous research above, the researcher is interested in implementing this technique in teaching speaking, and the researcher choose the title of this thesis is "*The Use of Animation Movie (Storks) to Enhance Students' Speaking Performance (A Collaborative Classroom Action Research at SMAN 1 Pandrah)*".

II. LITERATURE REVIEW

Speaking is an interactive process of constructing meaning involving producing, receiving and processing information. Its form and meaning are dependent on the context, in which it occurs, including the participants themselves, their collective experience, and the physical environment. The purpose for speaking is often spontaneous, open-ended, and evolving. Before the researcher explains more about speaking, previously the researcher would discuss the definition of speaking. Speaking is very important in English learning to make people easier in enhance information or ideas with others.

Speaking has many purposes in education for examples, to give instructions or to get things done, to describe things or someone, to complain about people behaviour, to ask and give services, and etc. Therefore, mastering speaking skill in English is a priority for many second or foreign

language learners. The failure in transferring ideas in English speaking will lead ambiguous perspective or misunderstanding concept to audience.

According to A.G (1997: 136) speaking is one of the skills that have to be mastered by students in learning English. Speaking is essential tool for communicating. Hornboy (1995: 37) defined that speaking is the skill that students will be judged upon most in real-life situations. It is important part of everyday interaction and most often the first impression of person is based on his/her ability to speak fluently and comprehensively.

Burns and Joyce (1997) stated that speaking is an interactive process of construction meaning that involve producing and receiving and processing information. Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. Performance is one of the communicative ways in communication. Performance is the action of delivering ideas to listener or audience. Speaking performance is student oral production to transfer information to listener. In speaking performances, students perform their speaking or produce a language orally to transfer the information to the listener.

Based on the statements above the researcher infers that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

III. RESEARCH METHOD

This research is classified students' speaking performance using descriptive qualitative method. Classroom action research is a reflective process in which instructors gather empirical data, to improve their teaching practise. It is less formal than traditional educational research but more systematic and data-based than teacher reflection. In accordance with the problem above, the appropriate method to be used in this research is Pre-Experimental design or single group pre-test and post-test design because the researcher wants to know the effect of media animation movie for whole students in the class before and after treatment given.

Implementation was process of using animation movie as the supplementary of teaching speaking. The researcher taught the subject by using animation movie to improve students' speaking skill at SMAN I Pandrah. This study was conducted in one cycle consisted of two meetings. The steps of using animation movie as a media that applied in this study the researcher explained the objective of teaching and learning activities. The first, the researcher played the movie, and then the researcher asked the students to focus on movie's content. Secondly, after watching the movie the researcher gave the some vocabularies related to the materiel, and asked the students

to pronounce the words after the teacher. Thirdly, the researcher asked the students to discuss and to retell about animation movie (storks) in front of class. In the last material the researcher asked one of the students to come forward, and explained what they had discussed with the group mate.

In the last meeting researcher gave the students the final test or post-test in order to know the result of applying animation movie as a media in teaching was success or not. Then the researcher took the score for every student from the test. After the researcher conducted the study by implementing animation movie (storks) as media, the researcher got the average score was 68,18 in cycle I and 76,37 in cycle II. The researcher also claimed that the students were enthusiastic and active during teaching and learning process by using animation movie as media; moreover they could improve their knowledge of speaking skill. The data was supported from observation checklist, field note and test. From the data above, the researcher concluded that animation movie as a media could improve student interest, activeness, and mainly speaking score. This research categorized successful, and actions were stopped

IV. FINDINGS AND DISCUSSIONS

The researcher had collected the data using observation checklist, questioner and test.

In this study, observation checklist was used to know the teacher and students' Based on the observation conducted during the process of teaching and learning process on the first cycle, it was found that some of the students still less response in implementing of animation movie (storks) as media in teaching students' speaking performance, the students still shy and afraid of expressing idea. Some of the students preferred work alone than work together, while the other chose to keep silent. This case indicated that some of the students in the group had not shown a good cooperation in discussing process. Secondly, Heaton (1975:09) states that giving a test depends on our purpose in testing. Mostly, giving a test to the students is to measure or find out how well they have mastered the language area and skills having been taught. Speaking test here actually was conducted to observe and to know students' problems related to this study. The last type of the questionnaire was half open-questionnaire and open questionnaire which were the content of the question asked to the respondents to choose the answer and write their own answer into an essay (Sugiono, 2008: 143). The questionnaire was given to the participants after they got speaking test. The kind of questionnaire is Likert Scales. In a Likert Scales survey respondents simply do not choose between "yes or no".

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V. CONCLUSION AND SUGGESTION

Conclusion

Based on the research, the researcher draws the following conclusions:

The research was conducted in two cycles. In the first cycle the action had not been successful and did not meet the criteria of success specified, so that, the researcher continued to the second cycle by the use of animation movie (storks) to enhancing students' speaking performance in the previous cycle. The first cycle consisted of two meetings, and the second cycles consisted of two meetings.

Based on the result of teacher observation performance in improving students' speaking performance through the animation movie (storks) as media in the first cycle, it could be concluded the teacher's average score was about 68 (level 3/ good) and become 76 (level 3+/ very good) in the second cycle. Based on the result of questionnaire's percentage about the students enhancing in speaking performance and respond toward the implementation of animation movie (storks) as media was about 75%. It was the use of animation movie at SMAN 1 Pandrah has been successful. Furthermore, based on observation done by researcher, the implementation of media in teaching speaking performance made the learning activity more enjoy and interesting. It is because the use of media in teaching speaking performance could help students study English creatively. The use of media in teaching speaking performance could make the students become more confident and motivated in learning English speaking because of the teaching materials used in the activity were fascinating and authentic. So, made the class more active and alive.

Suggestion

At the end of this chapter, the researcher would like to give some suggestions, which hopefully would be useful for other researchers, teacher, students, and for school.

The researcher suggested that the teachers especially those who concern with English teaching, should use many other sources to improve the knowledge about teaching speaking performance.

The researcher suggested that the students through animation movie (storks) as media should be active in learning speaking performance. Next the researcher suggested that the other researchers would develop this research using different perspective and different media and technique. In other words, they could use this research as the reference complete their research paper.

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