

ARTIKEL

**THE INFLUENCE OF ANIMATED FILMS TO THE
STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE
STUDENTS OF SMK TI PELITA NUSANTARA KEDIRI**



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ABSTRACT

Speaking is the way people express their feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. But, the problems in the classroom occurred because the students were not enthusiastic to learn English especially speaking. The students had difficulty in expressing their ideas, they were confused to choose appropriate words and they had no confidence to speak. It makes negative effects to their mindset in order to speak in public. So, the teacher should choose a suitable ways and media such as: animated films. In this research is used quantitative approach with pre-experimental in the form of pre-test, treatment and post-test design and the subject of the research is the eleventh grade students of SMK TI Pelita Nusantara Kediri that taken only one class consist of 34 students. The research was done in three meetings and technique of analyzing the pre-test, and post-test used the T-test counted by SPSS v. 21. The result of the data analysis showed that the mean of post test (70,44) is higher than the mean of pre test (57,50). In the report of t-test it show that t-score (10,990) is higher than t-table in the level of significance 5% (2,034). Thus, Animated Films can influence the students speaking ability to the eleventh grade students at SMK TI Pelita Nusantara Kediri.

KEYWORDS :

Animated Films, Speaking Ability

I. BACKGROUND

Speaking is the way people express their feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. According to Brown (1994:86), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Based this quotation, it can concluded that they can share their opinions, information, and even their emotion with speaking.

In order to do that, we have to speak naturally and accurately to minimize misunderstanding in our conversation with others. If there is a misunderstanding, it will be hard to have a good quality of conversation.

There are some problems about speaking that can be found such as lack of knowledge in pronunciation makes students feel shy to speak up, they are afraid of making mistake while talking, they keep quiet until the teacher forced him/her to speak

up, the minimum of mastering vocabulary also becomes factor of speaking problems.

Some problems above also makes student not able to be fluent in speaking, because they have low practices. Next, it is the most frighten factor in term of contribution in speaking problem, and that is grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

According to Baltova, Canning-Wilson in Wang (2014: 23), there is a unanimous agreement that authentic English videos as audio and visual aids have positive effects on the enhancement of EFL (English Foreign Language) learners' listening

and speaking skills. It means authentic English video have positive effects to improve EFL (English Foreign Language) learners' listening and speaking skills which authentic English videos are audio and visual aids. One of authentic English videos that can be used in teaching and learning speaking is animated films.

Espinosa (2012:2) mentions that animated films give effect on students' speaking skill. First, animated films help to develop the students' speaking skill. Second, it gives students entertainment, and motivation. Third, animated films provide the students with both visual and auditory input. It can be concluded that animated films develop students' language ability, get enormous language treasure, and give motivation.

When I did teaching practice at SMK TI Pelita Nusantara Kediri, the students had low interest in English subject. They tend to be passive in speaking learning process and were confused to speak something. They needed media to guide and interest them in speaking. The problems in the classroom occurred because the students were not enthusiastic to learn English especially speaking. The

students had difficulty in expressing their ideas, they were confused to choose appropriate words and they had no confidence to speak. Sometimes they were shy to express what they want to talk about to others. It makes negative effects to their mindset in order to speak in public. Hopefully, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. From the explanation above the researcher conclude that the most of the problem of speaking is the way and the material that used by teacher. So, the teacher should choose a suitable ways and media such as: animated films. If the teacher uses it, the students will have a lot of opportunity to practice pronunciation and communication or in other words it means that the students will get knowledge or input from animated films.

II. METHOD

Technique and Approach of the Research

1. The Approach of the Research

In this research, the writer used the quantitative research as the approach, because the way of collecting the data

using statistical description to collect the data and in the quantitative approach using simple random sampling to take the sample. So, the research result conclusion can be generalatated at population where the samples are taken.

2. Technique of the research

The research belongs to experimental research and used statistical analysis to present the result of the research. Sugiono (2012:8) stated that:

“Metode penelitian kuantitatif dapat diartikan sebagai metode penelitian yang berlandaskan pada filsafat pisitivisme, digunakan untuk meneliti pada populasi atau sampel tertentu, pengumpulan data menggunakan instruments penelitian, analisis data kuantitatif/statistik, dengan tujuan untuk menguji hipotesis yang telah ditetapkan”.

It means the quantitative method is a method that is used to observe the population or sample and to collect the data.

Instrument of the Research and Technique of collecting data

1. Instrument development

The instrument used to get the data is test. The writer uses tests to measure the students' speaking skill

after being taught using Animated Films. The test is oral test and the first test is pre-test that is given before treatment and the last is post-test that is given after students are taught using Animated Films.

In this research, the type of research is such as oral test for collecting the data. The kind of test is spoken test, and then the form of test is dialogue. By scoring the test, the researcher wants to know the students ability after taught using Animated Films. It's has effect or not in teaching speaking using Animated Films. In pre-test and post test the minimum score are 0 and the maximum score are 100.

2. Technique of Collecting data

In this research, the technique of collecting data that the writer used is by using pre-test, treatment and post-test. The activities are as the following:

a) Pre-Test

The researcher gives a short explanation about Question Words to the students before the do the pre-test. Next, the student is asked to make some question and answer with their partner based on the Animated Films that is given by the

researcher. After that, the researcher calls each student to come forward and ask the students to speak up their question and answer based on the Animated Films that is given by the researcher.

b) Treatment

The treatment is given to the students in two meetings. The researcher used Animated Films to teach speaking about Question Words. In the first and the second meeting the researcher reviews the Question Words. Then the researcher conducts the speaking activity by using Animated Films. The steps of teaching speaking using Animated Films are presentation, practice, and production.

c) Post-Test

After giving the treatment twice, the researcher asks the students again to discuss a topic. The students are given 10 minutes to make question and answer with their partner based on the Animated Films that is given by the researcher. After that, the researcher calls each students to come forward and ask them to practice. After both of the testers give the score, they combine both scores then find the mean. The

researcher takes the result of this post-test to know the students' final speaking skill of describing something after getting the treatment.

Technique of Data Analysis

In this study, the researcher used T-test to compute and to know the result of the student's test. The formula of the computation is follow: In analyze the data the writer used t-test. This test is used to determine whether or not here is a significant to the Vocational High School students who got the treatment and who did not.

To analyze quantitative data, the researcher analyzed the data collected by using SPSS v. 21. The data which got from the pre-test score compared with the post-test score using the formula of Paired Sample T-test with the degree significance 5% (0,05). To know the effect on students' speaking skill before and after being taught using animated films and to prove the hypothesis. SPSS used to analyzed the data because it gave more accurate result of analysis data than manual analysis of data.

To know the significance of t-test, the researcher must be compared it to t-table as follow:

1. If the t-scores \geq t-table, and the degree of significant 5%, it means significant, so H_a is accepted and H_o is rejected.

2. If t-scores $<$ t-table and the degree of significant is 5%, it means that it is not significant, so H_a is rejected and H_o is accepted.

III. RESULT AND CONCLUSION

In this part the researcher showed the results of student test included the students' pre-test and post-test, and it would been analyzed by using SPSS version 2.1. There were data outputs from calculated using SPSS version 2.1: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

a) Mean

Based on the Paired Samples Statistics table above, it showed the mean score of pre-test was 57,50 with standard deviation 11,095 and the mean score of post-test was 70,44 with standard deviation was 8,649. The number of participants in each test (N) is 34.

b) Correlation

Based on the Paired Samples Correlations table above, the output shown the data before and after

being taught speaking ability by using animated films was 0,786 with significance value (sig.) 0,000. It means there is any correlation between students speaking ability before and after being taught using animated films.

c) T-test

Based on the Paired Samples Test table above, it showed t-test is 10,990 and the t-table with degree of freedom 33 is 2,034 at the level of significance of 5%. It means t-test was higher than t-table ($10,990 > 2,034$) and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, the means differences between pre-test and post-test score was -12,941.

Conclusion

In this part, the researcher presents the conclusion of the research. After analyzing the result of the research the researcher got the data about students' speaking ability before being taught using Animated films, the result shown that the mean score of pre-test was lower than the mean of post-test. It means that the students' speaking ability before being taught Animated films was low.

Then, the result of students' speaking ability after being taught using Animated films shown that all the students' passed the test. It means that their post test score were higher than pre test. It also supported by the mean score of post-test was higher than the mean of pre-test. It means that the students' speaking ability after being taught using Animated films was increasing. From the data that have been analyzed by using SPSS version 21, it shown that there was a significant influence of Animated films on students' speaking ability to the eleventh grade students of SMK TI Pelita Nusantara Kediri in academic year 2017/2018. The result of the t-test scores was (10,990) and the t-table was 2,034 (in significant 5%) or 2,744 (in significant 1%). In other words, the t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was a significant influence of Animated films on students' speaking ability. Based on the results above the researcher concluded that Animated films was suitable for students' speaking ability, because this

strategy can help the students in speaking activity. Most of the students could speaking well which consists of some indicators of speaking ability such as intonation, grammar, vocabulary, fluency.

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