



**THE EFFECT OF USING ANIMATION VIDEO ON STUDENTS'
SPEAKING ABILITY AT SMAN 1 PANGKAH**

(An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024)

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**

By:

RETNO SETIANINGRUM

NPM 1620600003

**ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
PANCASAKTI UNIVERSITY TEGAL**

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APPROVAL

Name : Retno Setianingrum

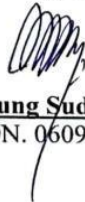
Reg.no. : 1620600003

This research project entitled “The Effect of Using Animation Video on Students’ Speaking Ability at SMAN 1 Pangkah: An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024” has been examined and decided acceptable by the Board of Examiners of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on:

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Chairperson,



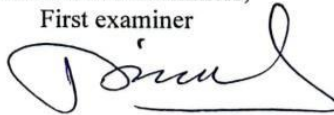
Dr. Hanung Sudibyo, M.Pd
NIDN. 0609088301

Secretary,



Yuvita, M.Pd
NIDN. 0601077705

The Board of Examiners,
First examiner



Dr. Taufiqulloh, M.Hum
NIDN. 0615087802

Second Examiner



Sanday Jamaludin, M.Pd
NIDN. 0601126401

Third Examiner



H. Sumartono, M.Pd
NIDN. 0627086901

Approved by The Dean,



STATEMENT OF ORIGINALITY

I state that my research project entitled "The Effect of Using Animation Video on Students' Speaking Ability at SMAN 1 Pangkah" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of the research. Others opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 22 July 2024

The writer



The image shows a handwritten signature in blue ink on the left. To its right is a red revenue stamp (Meterai Tempel) for 10,000 Rupiah. The stamp features the Garuda Pancasila symbol and the text "SATU PULUH RIBU RUPIAH" and "METERAI TEMPEL". Below the stamp is the alphanumeric code "P4AD6ALX099009045".

Retno Setianingrum

NPM. 1620600003

MOTTO AND DEDICATION

MOTTO

“So remember Me; I will remember you.” – Al Baqarah:152

“You can’t always be strong, but you can always be brave.” – Johnny Suh

DEDICATION

I dedicated this research project for:

- ❖ Allah SWT, always guides and give direction with all His blessing, guidance, and love.
- ❖ My beloved parents and brother, my mother Karniti, my father Suroyo and my brother Rody Suprasojo who sincerely raised, educated and always prayed for me all the time.
- ❖ My dearest advisor, H. Sumartono, M.Pd and Sanday Jamaludin, M.Pd who always help and provide direction to me in completing this research.
- ❖ My best friend, Nurma Salsabilla who always gave me support and motivation in completing this research.
- ❖ My friends Siti Nur Azizah and Lutfiatul Maulidah who has encouraged and helped me in conducting research.

PREFACE

All praise be to Allah subhanahu wa ta'la, Lord of all Universe, for all his mercy and grace to the researcher in completing this research project entitled "THE EFFECT OF USING ANIMATION VIDEO ON STUDENTS' SPEAKING ABILITY AT SMAN 1 PANGKAH". Peace and salutation always be upon to the Prophet Muhammad shallallahu alaihi wasallam, who had brought us from the darkness into enlightenment.

This research project is presented to the English Department of Faculty of Teacher Training and Education, Pancasakti University Tegal as partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S1).

In finishing this research project, the researcher got advice, guidance, and suggestion from many people. Therefore, in this opportunity the writer would like to express gratitude to:

1. Dr. Taufiqullah, M.Hum as the Rector of Pancasakti University Tegal.
2. Dr. Yoga Prihatin, M.Pd, the Dean of the Faculty of Teacher Training and Education, Pancasakti University Tegal.
3. Yuvita, M.Pd, the Head of the English Department, Faculty of Teacher Training and Education, Pancasakti University Tegal.
4. H. Sumartono, M.Pd, my first advisor, for his patient advice, guidance, and encouragement during the completion of this research project.
5. Sanday Jamaludin, M.Pd, my second advisor, for his valuable corrections, suggestions, and guidance in writing this research project.
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7. Kutubun S.Pd and Ratih Dwi Hapsari S.Pd who are English teachers of SMAN 1 Pangkah as English teachers of SMAN 1 Pangkah who have given permission to use their class for this research project.
8. All students of class XI 1 and XI 3 at SMA N 1 Pangkah who have become samples in this study.

9. All my family who have provided support and always prayed for me.
10. All my friends who always provide direction and strength to complete this study.

Finally, the researcher realizes that this study project is far from perfect. I hope this project study can provide benefits to the world of education. May Allah SWT be pleased with all the parties mentioned above for all the sacrifices and efforts that have been made so that it becomes a deed of worship and is beneficial for them to achieve success in the future. Aamiin.

ABSTRACT

Setianingrum, Retno. 2024. 1620600003: “*The Effect of Using Animation Video on Students’ Speaking Ability at SMAN 1 Pangkah (An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024)*”. Research Project. Strata I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor is H. Sumartono, M.Pd and The Second Advisor is Sanday Jamaludin, M.Pd.

Key words: Animation Video, Speaking Ability, Teaching Speaking

This study was conducted to find the significant effect of using animated videos on students' speaking ability. The objectives of this research are (1) to find out the effect of animated video to improve students' speaking ability video at SMAN 1 Pangkah. (2) to find out students' response the use of animated video in the teaching and learning process of speaking.

This research used a quasi-experimental with a post-test only design. The population consisted of 324 eleventh-grade students from SMAN 1 Pangkah. The researcher applied purposive sampling with a two-group design (experimental and control groups). The sample included 72 students: 36 in the experimental group and 36 in the control group.

The results of the study showed that the experimental group had a mean post-test score of 73.67, compared to 65.89 for the control group. An independent sample t-test revealed a significance value (2-tailed) of 0.000, indicating a significant positive effect of animated videos on speaking ability. Therefore, that the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. The results of the questionnaire showed positive responses from the experimental group students regarding the use of animated videos in the teaching and learning process of speaking.

Based on the research findings, it can be concluded that the use of animated videos significantly enhances students' speaking ability. Therefore, the findings from this study can serve as a useful reference for future research aimed at improving students' speaking ability using innovative media.

ABSTRAK

Setianingrum, Retno. 2024. 1620600003: “*Pengaruh Penggunaan Video Animasi terhadap Kemampuan Berbicara Siswa di SMAN 1 Pangkah (Sebuah Studi Eksperimen pada SMAN 1 Pangkah Tahun Pelajaran 2023/2024)*”. Proyek Penelitian, Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing I H. Sumartono, M.Pd dan Pembimbing II Sanday Jamaludin, M.Pd.

Kata kunci: *Animation Video, Speaking Ability, Teaching Speaking*

Penelitian ini dilakukan untuk menemukan pengaruh signifikan penggunaan video animasi terhadap kemampuan berbicara siswa. Tujuan penelitian ini adalah (1) untuk mengetahui pengaruh video animasi dalam meningkatkan kemampuan berbicara siswa di SMAN 1 Pangkah, dan (2) untuk mengetahui respon siswa terhadap penggunaan video animasi dalam proses pembelajaran berbicara.

Penelitian ini menggunakan metode kuasi-eksperimen dengan desain post-test saja. Populasi penelitian terdiri dari 324 siswa kelas sebelas SMAN 1 Pangkah. Peneliti menerapkan purposive sampling dengan desain dua kelompok (kelompok eksperimen dan kontrol). Sampel terdiri dari 72 siswa: 36 siswa dalam kelompok eksperimen dan 36 siswa dalam kelompok kontrol.

Hasil penelitian menunjukkan bahwa kelompok eksperimen memiliki nilai rata-rata post-test sebesar 73,67, dibandingkan dengan 65,89 untuk kelompok kontrol. Uji t sampel independen menunjukkan nilai signifikansi (2-tailed) sebesar 0,000, yang menunjukkan pengaruh positif signifikan dari video animasi terhadap kemampuan berbicara. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hasil kuesioner menunjukkan respon positif dari siswa kelompok eksperimen terhadap penggunaan video animasi dalam proses pembelajaran berbicara.

Berdasarkan temuan penelitian, dapat disimpulkan bahwa penggunaan video animasi secara signifikan meningkatkan kemampuan berbicara siswa. Oleh karena itu, temuan dari penelitian ini dapat menjadi referensi yang berguna untuk penelitian di masa depan yang bertujuan meningkatkan kemampuan berbicara siswa menggunakan media inovatif.

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CHAPTER I

INTRODUCTION

This chapter introduces and examines the core elements of the study, including its background, problem identification, delineation of limitations and problem statements, research objectives, and the significance of the research, categorized into theoretical and practical implications.

1.1 Background of the problems

Language is one of the most important things in communication. Communication is a social event that can occur anywhere regardless of place and time. Language as a communication tool has an important role in expressing one's intentions. Through communication, a person can express their thoughts and feelings. Every country has a national language as a unified language throughout its territory. In addition to the national language, there are many languages in this world either as the first language, second language, or foreign language.

Especially English, a foreign language or a language commonly learned by students. English is one of the languages used as an important communication tool because English is widely used in various countries in the world. Thus, English has an important role as an International language. English is a global language used by people from various countries for communication in different areas of life like business, education, and international affairs. In Indonesia, English is taught as a foreign language from elementary school to university level. As a second language, mastery of English is becoming increasingly important so that Indonesians can

compete with outsiders in the era of globalization marked by advances in science and technology.

In English teaching, we learn four important skills: listening, speaking, reading, and writing. According to Hongwilai and Kawboonsai (2022) speaking is a communication activity that requires interaction between at least two people. It's crucial in language learning because it helps us share ideas and understand each other. Speaking is how we express ourselves and connect with people. It's essential for success in both work and social situations because it allows us to convey our thoughts and feelings effectively. So, speaking is more than just talking, it's a vital skill for communication and interaction.

In learning English, students will practice skills, solve problems, and understand information. When speaking, they gain additional information from conversations and build relationships through communication. Speakers usually interact about the past, present and future. Good speaking skills will facilitate social interaction. Mastering vocabulary is essential to speaking fluently. Students can learn grammar while improving speaking skills for everyday situations. However, many students have difficulties in learning English, especially in speaking.

From the researcher's experience when teaching English, the researcher found that students often face several problems when speaking English. They tend to be afraid of being wrong and lack confidence because they feel confused about what to say and where to start. In addition, they also feel bored and unmotivated because English learning only focuses on material explanation and written exercises. When

learning takes place, students need more than just instructions from their teachers. Based on the researcher's observation, students are more interested in learning that uses media. Students' interest and enthusiasm for learning can be increased by using media. Media can also help students remember what they have learned and make learning more fun. Media plays an important role in learning English, especially speaking. Teachers must be good at choosing the right media for the teaching and learning process. In the world of education, there are many media that can help teachers and students in learning.

According to Dzebeq and Gunawan (2020) Animated videos are color videos that show moving images that contain certain information about vocabulary, stories, or anything else. Animated video is one of the great tools for teaching English. It has an important role in learning by providing additional ways for students to understand the material, especially in speaking lessons. Using animation in teaching English can be the best solution to help students improve their speaking skills. Speaking ability requires many aspects, and animation can be a fun way to enrich students' learning experience. With animated videos, students are more interested and understand new vocabulary more easily. So, using animated videos as learning media is an effective and interesting way to support students' learning process.

Therefore, animated videos can be a very helpful tool for teachers in teaching speaking skills to students. Based on this understanding, the researcher felt interested in conducting a study with the title "The Effect of Using Animation Video on Students' Speaking Ability at SMAN 1 Pangkah". This research is expected to

show that the use of animated videos is an effective option to improve students' speaking ability.

1.2 Identification of the Problems

Based on the background of the problem above, the problems of this research are identified as follows:

1. The students do not feel confident to speak English
2. The students find it difficult to start speaking English.
3. The students felt bored with the media used before.
4. Students lacked motivation to speak English.
5. The students have less vocabulary.

1.3 Limitations of the Problems

To identify these problems, the researcher limit the focus of the study to the speaking ability of students in the eleventh grade of high school. The research will focus on how animated videos affect students' speaking ability.

1.4 Statement of the Problems

Based on the background of the problem that has been presented earlier, the problem formulation is as follows:

1. How is the effect animated video on students' speaking ability at SMAN 1 *Pangkah*?
2. How do students respond to the use of animated video in the teaching and learning process of speaking?

1.5 Objectives of the Research

Based on the problems that have been described, the objectives of this study are as follows:

1. To find out the effect of animated video on students' speaking ability at SMAN 1 Pangkah.
2. To find out students' responses to the use of animated video in the teaching and learning process of speaking.

1.6 Significances of the Research

This research has significance in two aspects, namely theoretical and practical. From a theoretical perspective, this research will complement existing theories on the use of animated videos as a tool to improve speaking skills in Senior High School. Practically, this research also provides benefits for teachers and students.

1.6.1 Theoretical Significances

The significance of this study is to introduce the use of animated videos as a learning tool to improve speaking skills in senior high school. It is expected that the findings of this study will add to the understanding, support, and complement existing theories on the utilization of animated videos. This research is also expected to be a source of information and reference for teachers and readers who are interested in the use of animated videos in learning speaking skills in senior high school.

1.6.2 Practical Significances

The researcher hopes that the results of this study will provide the following benefits:

a) For students

The results of this study aim to encourage students to improve their English speaking skills with more motivation. Using animated videos can make learning more interesting and fun, which can help students become more eager to practice speaking.

b) For teachers

Teachers are expected to use animated videos to help develop students' speaking skills during lessons. This approach can make students more interested and motivated to learn how to speak better.

c) For researchers

The researcher hopes that the study's findings will offer an interesting way to teach English, especially speaking skills, by using animated videos as an effective learning tool.

d) For other researchers

The information from this study is expected to guide other researchers in coming up with new ideas for using effective media to teach speaking skills. This can help improve students' ability to speak English more effectively.

CHAPTER II

REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK, AND HYPOTHESIS

In this chapter, it presents previous studies, a review of related theories, a theoretical framework, and a hypothesis of the research.

2.1 Previous Studies

The researcher refers to several previous studies related to this research. Some examples are as follows; first is study entitled "The Use of Animation Video To Improve The Students' English Speaking Skill" by Paradillah, Wiwik et al. (2023) from the University of Muslim Indonesia. This research was conducted at SMP Kartika Wirabuana XX-2 Makassar. The results showed a significant increase in test scores after the application of animated videos. Animated videos proved to be effective in improving students' speaking skills because it increased their interest in learning, facilitated understanding of the material, and strengthened memory through the use of audio visual-based media.

The second is a study entitled "The Use of Animation Videos to Improve Students' Speaking Skill" by Ramadhani, Cut Irma Yunda et al. (2020). The study conducted at SMP Negeri 16 Banda Aceh utilized a quantitative method (experimental study) employing a one-group pre-test and post-test research design. Analysis revealed that students' average pre-test score was 21, increasing to 41 in the post-test. The calculated t-score was 4.89, surpassing the critical t-value of 2.045. Consequently, the alternative hypothesis (H_a) was accepted, rejecting the

null hypothesis (Ho). In conclusion, employing animated videos in English learning effectively enhances students' speaking ability.

The third is a study entitled "The Use Of Animation Movies Towards Students Speaking Ability Through E-Learning" by Wahyuni et al., (2021). This research was conducted at SMA Keberbakatan Olahraga Negeri (SMAKON) Aceh using Classroom Action Research (CAR) method. The observation results showed an increase in the speaking ability of students in class X IPS-1 during the e-Learning process after the application of animated films. Previously, the percentage of improvement in students' speaking ability and their activities during the learning process only reached 25%. However, after the use of animated films, the percentage increased to 100% for students' speaking ability during e-learning and 83.75% for students' activity during the teaching and learning process.

The last is a study entitled "The Effectiveness of Animation Videos in Improving Students' Speaking Skill" by Anwar Musadad (2024). This study was conducted in high school students in Cianjur. The study aimed to determine if animated videos could enhance students' speaking abilities. Researchers utilized SPSS for data analysis. Findings indicated a notable improvement, with pre-test scores averaging 62.38 and post-test scores averaging 74.46, demonstrating significant enhancement.

The research conducted by the researcher has some differences from previous studies. The first study involved junior high school students, while the researcher involved senior high school students. Then the second study, there are differences

in the research sample and the research design used. And for the third study, there are differences in the research method, which uses Classroom Action Research (CAR) while the researcher uses quantitative methods. And for the last study has a difference in the research design that will be used. This study uses pre-experimental while the researcher is using quasi-experimental. However, there are similarities between researcher and other studies, namely the use of video animation media to improve speaking skills.

2.2 Review of Related Theories

Researcher used several theories relevant to this topic from various sources to support this research.

2.2.1 Speaking

a. Definition of Speaking

Of the four main language skills, speaking is considered one of the most important skills in learning a foreign or second language (Rao, 2019). This is because speaking is a basic skill that must be mastered in language learning. Speaking is the way to produce and acquire knowledge in any language. According to Stevani et al. (2021) speaking is considered a vital skill in conveying one's thoughts, ideas, and ideas to others through the use of spoken language. This means one uses spoken language to communicate their needs and try to understand what others are saying.

When speaking, it is very important to pay attention to the context and the listener. One needs to adapt the style and level of formality of the language according to the situation and the person being spoken to. Body language and

facial expressions also play a role in supporting verbal communication in conveying messages. Therefore, the ability to read other people's facial expressions and body language is also an important part of effective speaking skills.

Speaking also plays an important role in learning. Hariani Dian et al. (2018) argues that students should be active to practice, exchange thoughts, feelings to speak. In academic or professional contexts such as, oral presentations, discussions, and speeches are common forms of speaking. The ability to convey ideas clearly and convincingly can affect others' perception of a person. Therefore, mastering speaking skills not only impacts interpersonal communication, but also in achieving success in various aspects of life.

From the previous explanation, the researcher concluded that speaking is a way to communicate information using words and sentences. Good use of words, proper emphasis, and the courage to express opinions clearly are elements that can make someone a good speaker. By practicing and developing speaking skills, one can improve the quality of communication and open up opportunities to interact with others in a more meaningful way.

b. The Objective of Speaking

Speaking is an activity that has a purpose. Just like other activities such as listening, reading, and writing. A person has reasons and goals in speaking, with the purpose of speaking a person can determine the strategy used to do so. When someone is speaking, the purpose can vary from conveying ideas, conveying information, to influencing others. Thus, speaking becomes a means to build and

maintain relationships between individuals. By developing good speaking skills, one can build confidence and strengthen social relationships.

c. Component of Speaking

According to Hongwilai and Kawboonsai (2022) to achieve English speaking skills, learners need to have an understanding not only of linguistic aspects, but also of acceptable cultural norms, allowing them to interact with others in various situations and relationships. The components of speaking need to be well known in measuring students' ability in speaking.

In this study, the researcher relies to Brown (2000) theory, which claims that there are five dimensions to speaking: pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

Pronunciation plays a vital role in enabling students to communicate effectively in language. Even those with a basic grasp of vocabulary and grammar can convey their thoughts clearly if they have strong pronunciation and intonation skills. This mastery empowers them to express themselves confidently and be easily understood.

2) Grammar

Knowledge of grammar is important for students so that they can construct appropriate sentences in both speech and writing. Understanding grammar correctly allows one to understand the true meaning of a sentence.

3) Vocabulary

Vocabulary is an important part of speaking skills. In conversation, vocabulary allows a person to explain the expression or meaning of what they are saying. A student can convey diverse meanings in various situations if they have the knowledge and ability to use a variety of words. Without adequate vocabulary, one will not be able to communicate effectively or express their ideas well, either orally or in writing. Therefore, vocabulary refers to the selection of appropriate words in the communication process.

4) Fluency

Fluency is a very important aspect of speaking. In general, fluency refers to the ability to convey language fluently and without inhibition. The purpose of fluency is to assess the extent to which a person can communicate effectively, how quickly, and how confidently they use language without difficulty in finding the right words.

5) Comprehension

Comprehension is the ability to understand or efforts to improve one's understanding of a language, both in written and spoken form. This suggests that both the speaker and the listener must have a clear understanding of the intentions conveyed by the speaker when expressing something. In other words, comprehension involves an understanding on the part of the speaker of what they are conveying to the listener so that there is no misunderstanding of the information. In addition, comprehension also helps the listener in capturing the information conveyed by the speaker.

d. Types of Speaking

According to Brown (2000) speaking is divided into two:

1. Monologue

Monologues can be classified into two main types: planned and unplanned. In planned monologues, such as speeches, lectures, readings, and news broadcasts, speakers aim to maintain a smooth flow of communication without interruptions, regardless of how well the listener understands. These types of monologues typically involve minimal repetition, which can sometimes make them harder to grasp. On the other hand, unplanned monologues often include more repetition, aiding comprehension. However, they also feature greater variability in delivery and other unpredictable elements that can either enhance or hinder understanding.

2. Dialogue

Dialogue involves communication between two or more speakers and can be categorized into two main types: interpersonal and transactional dialogue. Interpersonal dialogue focuses on building social connections rather than simply sharing information, through activities like interviews, role plays, and games. On the other hand, transactional dialogue is more about exchanging specific information, such as in conversations between colleagues or during transactions.

Furthermore, according to Brown (2004) there are five basic types of speaking:

a. Imitative

One of the aspects in a set of speaking performance includes the skill in imitating back words, phrases, or even sentences. Although aspects of the performance criteria for imitative speaking basically involve phonetic elements, various lexical features and grammatical elements of the language can also be part of the assessment criteria.

b. Intensive

Intensive speaking activities go beyond imitation, involving speaking performance aimed at improving skills in phonology or grammar. It can involve mere imitation or be part of paired exercises where students learn to use specific language forms. In other words, intensive speaking involves the brief production of spoken language that demonstrates expertise in a particular aspect of grammar, phrasing, vocabulary or phonology.

c. Responsive

In a classroom context, student talk consists of short responses to questions or comments from the teacher or fellow students. These responses are generally quite short and do not involve further conversation. This type of discourse can have authentic meaning and feel, involving interaction and understanding, but is limited to a very basic conversational level. It includes aspects such as standard greetings, pleasantries, requests, simple comments, and the like in a short discourse.

d. Interactive

Interaction can be divided into two main types: transactional language, where the goal is to exchange specific information, and interpersonal interaction, which focuses on nurturing social connections. The latter is more intricate compared to responsive interaction.

e. Extensive

At the secondary level, students are expected to deliver longer monologues, such as short speeches. This includes activities such as speeches, oral presentations, and storytelling, where oral interaction with the audience is limited or absent.

e. The Importance of Speaking

In today's globalized world, effective communication is essential for success in many fields. Language is the primary tool for achieving this, with English being the most important due to its status as the international language. English allows people from different countries to communicate with each other.

Speaking, out of the four English language skills, is often considered the most challenging because it requires spontaneous sentence construction. This is especially difficult for learners of English as a foreign or second language, as it demands a good grasp of grammatical structures and a broad vocabulary. Consequently, EFL/ESL learners often struggle to produce grammatically correct sentences when speaking.

Since speaking plays a dominant role in effective communication, many learners put in a great deal of effort to master this skill. They recognize that being

able to speak English fluently opens up opportunities for engaging with people from around the world. Thus, improving speaking skills is a priority for those aiming to communicate confidently and effectively in the global community.

Speaking skills are essential in the modern world, especially in a career context. In the job selection process, interview performance is a key determinant, where speaking skills are evaluated through debates and group discussions. Professionals also need speaking skills for product presentations, company promotions, and providing training to colleagues. A good speaker is able to inspire the audience, keep their attention, and create full engagement while giving a speech. Therefore, speaking skills are crucial because everything depends on how one conveys a message to others.

f. Teaching of Speaking

In the learning stage, students will learn how to do things, solve problems, process information, among other things. When students learn to speak, they not only gain knowledge from conversation, but also strengthen human relationships through communication and interaction.

Speaking learning provides opportunities for students to express emotions, communicative needs, interact with others in various situations, and have an impact on others. Therefore, in providing speaking instruction, it is important to have a clear understanding of the concept of speaking, and encourage students to develop speaking skills naturally. In general, teaching speaking skills emphasizes activities that involve active and creative participation from students.

In teaching speaking skills, teachers need to create a situation without fear and embarrassment for students. Teachers need to plan the teaching of speaking carefully before starting the learning process. It is important for a teacher to carefully design each lesson before starting the speaking teaching process. A well-thought-out teaching plan not only includes the subject matter to be delivered, but also considers the various teaching and classroom management strategies that will be used. In addition, a teacher needs to hone their speaking skills in order to deliver the subject matter effectively and attract students' attention. Techniques that match students' interests are needed in order to achieve speaking learning objectives.

2.2.2 Animation Video

a. Definition of Animation Video

Video is a form of recording moving images or events that contain sound and music in various data formats such as mpg, flv, mkv, and others. Video currently has a bigger role. Its use can be for entertainment, documentaries, and even as a teaching tool in schools. Animated videos are also equipped with subtitles that can help students understand the story (Nurizmawati et al., 2015). When students watch the video, they directly experience the content, and this will affect the way they understand and think. English videos make a significant contribution to the English learning process, providing insights into word pronunciation, how to mimic facial expressions, and engaging native speakers in the use of body language when speaking.

Animated video is a media with a combination of audio and visual, animated media that uses a projector so that it can be displayed on a screen where

it combines two parts of the body such as eyes and ears in learning activities (Naksabandi & Haryudin, 2022). Animated videos can also captivate audiences with dynamic visuals, present narratives or concepts using moving images, and can be applied in various contexts such as entertainment, education, or marketing.

b. Advantages and Disadvantages of Animation Video

The main advantage of using animated videos lies in their ability to help learners understand complex ideas more easily. Animation allows the delivery of information in a visual and dynamic way, breaking down difficult concepts into more digestible parts. By providing a visual representation, animated videos are able to explain abstract processes or concepts in a more concrete and engaging way, increasing learners' absorption and understanding. Here are the advantages of animated videos according Amalia (2014).

1. Videos provide real language examples and can be fully utilized with teacher supervision. By using videos, teachers have full control over the material presented, allowing them to select content that is appropriate to the curriculum and learning objectives. With this control, teachers can present authentic language examples that are relevant to students' needs, creating a more contextualized and applicable learning experience.
2. Video provides access to objects, places, people's behaviour, and events. By presenting visual depictions of objects, locations, and human behaviours and events, videos provide direct access to the real world. It allows students to experience the world virtually, bridging the gap between the classroom and the outside world. Teachers can utilize video as a tool to enrich students'

understanding of contexts and situations that may be difficult to access through traditional learning.

3. Authentic materials usually prove to be highly motivating as people feel drawn to understand "real things". Video, as a source of authentic material, naturally increases student motivation. Interest in material that is real and relevant to everyday life makes learning more meaningful. By presenting video as a learning tool, teachers can explore topics that are intrinsically interesting to students, sparking curiosity and a desire for deeper understanding

c. Disadvantages of Animation Video

However, as with every learning method, the use of animated videos also has its drawbacks. In implementing animated videos, it is necessary to consider possible difficulties in development or limited resources required. In addition, animated videos may not always be able to present the same level of realism as hands-on experience or real images, and there is potential for a lack of direct interaction that some students may need.

Here are the disadvantages of animated videos according Amalia (2014).

1. The use of video animation poses significant time and cost challenges. The production process, selection of appropriate materials, and technical preparation can consume a lot of resources and funds. Therefore, the decision to use video animation in a learning context should be carefully calculated, taking into account the availability of time and budget.

2. As the video plays, the images move continuously, causing some students may have difficulty in capturing the information conveyed. The speed of visual movement in the video can be a barrier to understanding for some students. Therefore, there is a need for strategies and classroom organization that allow students to have the opportunity to understand the content shown, such as the use of short breaks or repetition of certain clips.
3. Videos may not always be appropriate for learning purposes unless the content is specifically designed and produced to meet specific curriculum needs and learning objectives. Therefore, teachers need to carefully select the video animation to be used, ensuring that the material is in line with the curriculum and can make a real contribution to the achievement of learning objectives. The suitability of the audio-visual material to the specific needs of the class and the level of understanding of the students need to be prioritized in the selection of this learning resource.

d. The Procedure of Teaching Speaking by Using Animation Video

Teachers need to plan the use of learning media in the classroom well. In her article, Khalidiyah provides some suggested steps for implementing video or audio-visual media in English language learning.

1. Preparing yourself

Before showing the video to students, teachers should take the first step by previewing the video and noting some key points of the content. Afterward, the teacher can invite some students to watch the video

preview, solicit their views, and discuss their responses and initial understanding of the material to be presented in the video.

2. Preparing the environment

Once the video preparation is complete, the next action is to create a comfortable classroom environment for the students. The optimal classroom setting includes the placement of technical equipment such as loudspeakers and laptops/computers in order to provide students with a good video viewing experience. This step aims to ensure that all students can easily see and hear the video content without technical barriers, creating conditions that support the understanding of the material to be delivered.

3. Preparing the students

When students are watching the video, the teacher's role becomes very important in guiding them to understand the purpose of the video and providing information about the benefits they can get through watching it. In addition, the teacher can also encourage students to be actively involved by giving their responses or opinions on the content of the video. This step can be continued by asking students to discuss together, relate the content of the video to their existing knowledge, and find connections to what they may not have known before. In this way, the teacher not only provides context, but also encourages students to think critically and relate the new material to their existing knowledge.

4. Showing the video

During the process of watching the video, teachers can create a comfortable environment for students and work to ensure the viewing goes without interruption. One way to achieve this is to minimize interruptions, such as asking questions in the middle of the video to stimulate students' thinking. This way, students can focus on the material being presented, and the questions asked can also increase their engagement with the video content, encourage reflection and maintain a classroom atmosphere conducive to learning.

5. Carrying up the follow-up

After showing the video, teachers can engage students by asking questions about the content of the video, providing opportunities for them to share their opinions and personal observations of the material that has been presented. Students are also invited to discuss with classmates, opening up space for a wider exchange of ideas and understanding. In this context, follow-up is important to detect potential misunderstandings that may arise. The teacher can clarify or provide additional explanations and, if necessary, provide replays to detail aspects that are confusing or require deeper understanding. Thus, this approach supports students' thorough understanding of the material presented through the video.

2.3 Theoretical Framework

Speaking ability is very important in learning a language, after listening, reading and writing skills. Speaking is not just about saying words, but also

involves the ability to communicate with others, share ideas, convey wishes, and provide different types of information in English. It is the ability to create and express our thoughts actively through speech, which always has a specific purpose.

Speaking requires continuous and consistent practice before it can become a natural and automatic ability. By engaging students in diverse speaking activities, such as role-playing, presentations or group discussions, teachers can help them hone this skill. Speaking also involves understanding context and appropriate use of language, so students need to understand that every conversation or discourse has a specific purpose and context.

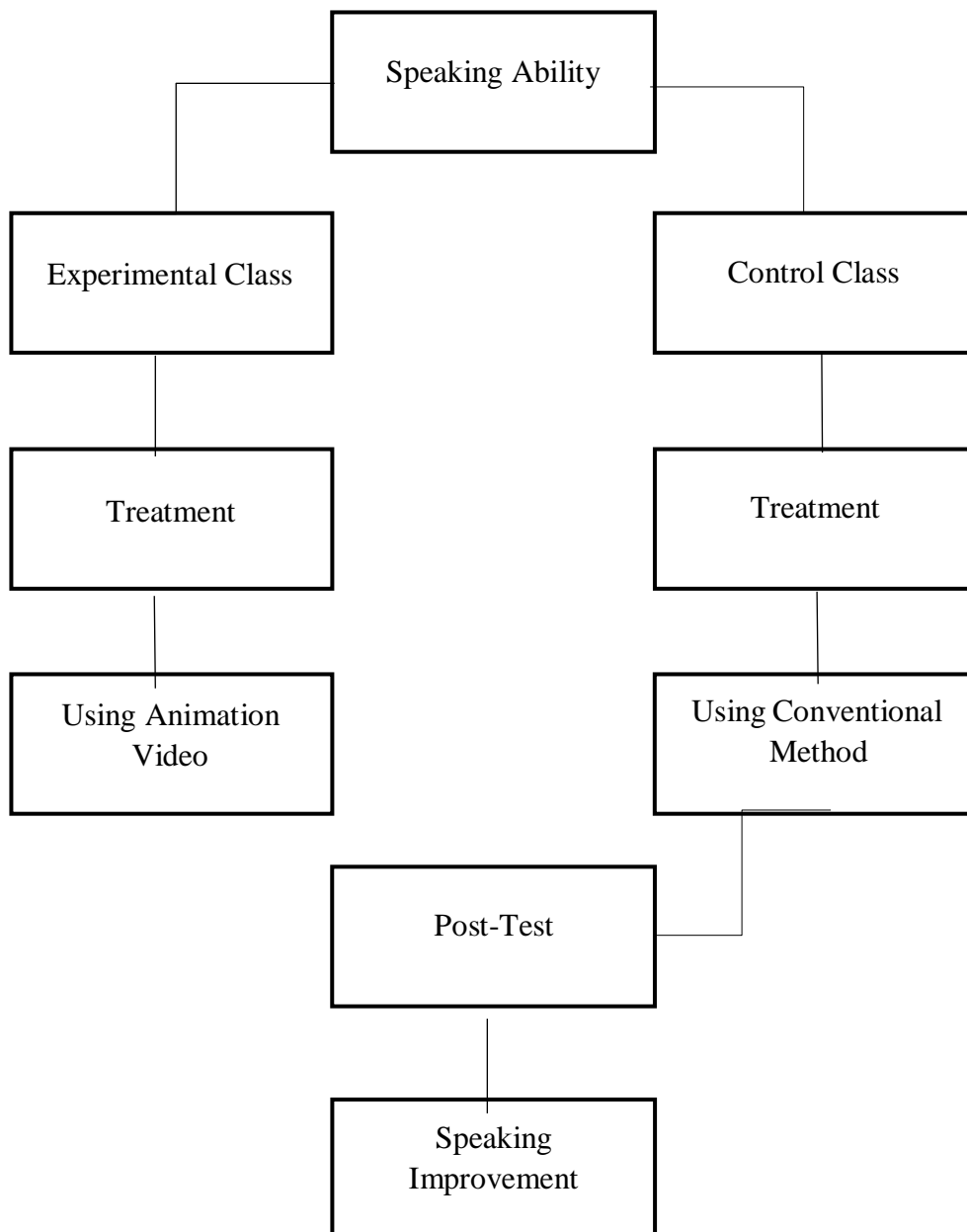
For developing speaking ability, it is essential to include structured and comprehensive practice in the English curriculum. This means that students should have regular and well-organized opportunities to practice their speaking ability. By integrating these practices into their learning routine, students can gradually improve their speaking ability through consistent and effective practice. Providing frequent and targeted speaking activities helps students build confidence and enhance their oral communication over time. This approach creates a supportive learning environment where students can systematically develop their speaking ability.

The researcher decided to use video animation as a medium to improve students' speaking ability. By utilizing the technological sophistication and dynamic visualization possessed by video animation, it is expected that students

will be more engaged and stimulated to develop their speaking skills more effectively. This approach aims to create an innovative and motivating learning environment, so that students can experience significant improvements in their communication skills.

The theoretical framework of this research is illustrated as follows:

Figure 2. 1 Theoretical Framework



A conventional method is when teaching focuses mainly on the teacher. This traditional approach to language teaching uses standard methods. In this view, teachers are the main sources of knowledge, and students are passive learners.

The researcher chose animated videos as the media used in this research. The use of animated videos in learning has many benefits that can improve the effectiveness of teaching and learning. Animated videos can simplify complex concepts, make the material more interesting and easier to understand, increase visual appeal that can maintain students' attention longer. The use of animated videos in learning speaking ability helps students understand communication situations better, while the language models in the videos provide examples of correct intonation, accent and pronunciation.

Speaking ability shows how well someone understands a language because it involves all the basic parts of language. To be good at speaking, a person needs specific skills. It's not enough to just know vocabulary, pronunciation, or intonation; they must also understand the speaker's meaning. So, if someone can communicate well, it means they understand these components well.

2.4 Hypothesis

Based on the research problem, the researcher formulated a research hypothesis:

(Ho) : There is no significant effect of using animation video in students speaking ability.

(Ha) : There is a significant effect of using animation video in students speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of an approach, type, and design of the research, population, sample and technique of sampling, research variables, data collecting technique, a research instrument, and technique of analysing data.

3.1 Approach, Type, and Design of the Research

a. Research Approach

In this study, the researcher used quantitative methods. These methods are used to examine the relationships between different variables in order to objectively evaluate theories. According to Creswell (2012) quantitative research involves identifying research problems based on trends observed in the field or the need to understand why certain events occur.

b. Research Type

This study used experimental research to identify cause-and-effect relationships between variables. Typically, experiments include two groups: an experimental group and a control group, though sometimes only one group is used. In this study, both groups participated, and their results were compared to assess the impact of the treatment. By comparing the speaking ability of students taught with animated videos to those taught without, the effect of using animated videos on students' speaking ability can be analyzed.

c. Research Design

The researcher used a quasi-experimental design with a post-test only. The study included two groups: an experimental group and a control group. This design primarily aimed to compare the effects of the treatment between the two groups, with the experimental group receiving a specific treatment while the control group did not. To evaluate the effect of using animated videos on students' speaking ability, the study compared the outcomes of the experimental and control groups. According to Sugiyono (2013), a post-test only design measures the dependent variable only after the subjects have received an intervention or therapy. The design used in this research follows the structure outlined by Sugiyono (2013).

Table 3.1 Research Design

Group	Treatment	Post-test
Ex	X ₁	O ₁
C	-	O ₂

Notes:

Ex = Experimental Group

C = Control Group

X₁ = Treatment

O₁ = Post-test experimental group

O₂ = Post-test control group

3.2 Population, Sample and Technique of Sampling

a. Population

The next research step is the process of determining school subjects or students who are used as population and samples. According to Creswell, (2012) A population is a group of individuals who have the same characteristics. Population refers to all members from which generalizations can be made. In the context of this study, the population consisted of grade XI student at SMAN 1 Pangkah, which included a total of 324 students of various genders, and divided into 9 different classes.

Table 3.2 Population

No	Classes	Number of students'
1.	XI 1	36
2.	XI 2	36
3.	XI 3	36
4.	XI 4	36
5.	XI 5	36
6.	XI 6	36
7.	XI 7	36
8.	XI 8	36
9.	XI 9	36
	Total	324

b. Sample

A sample is a part taken from the population with the aim of representing the entire group as a whole, allowing the researcher to conduct analysis and research using data that is more affordable and practical than collecting information from the entire population. In this study, the researcher selectively chose two groups that had comparable grades and characteristics to ensure equality in initial conditions. The classes were XI 1 as the experimental class and XI 3 as the control class. Each class has 36 students. This class was selected based on the recommendation of the English teacher of SMAN 1 Pangkah.

c. Technique of Sampling

When conducting research, it is often impractical to survey every member of a particular population because the number of people is too large (Simanjuntak, Linda et al 2019). The sampling technique used in this study was purposive sampling. In this study, the researcher chose two classes as research subjects, namely XI 1 and XI 3. XI 3 class was chosen as the control group, while XI 1 class became the experimental group.

3.3 Research Variables

Variables are characteristics of individuals or groups that can be measured, observed, and vary among the subjects being studied. Measurement involves collecting data from subjects by asking them questions. This study includes two types of variables: the dependent variable and the independent variable. According to Creswell (2018), the dependent variable is what depends on the independent

variable; it is the outcome that results from the influence of the independent variable. In this study, the dependent variable is students' speaking ability (Y).

According to Creswell (2018), independent variables are those that affect or influence outcomes in experimental studies. These are the variables that researcher control or adjust to see how they impact the results. In this study, the independent variable is the use of animated videos (X).

3.4 Data Collecting Technique

Post-tests and questionnaires were the methods used to collect data in this study. Data is essential as it helps understand various aspects of students' speaking ability.

1. Post-test

A post-test is administered to students after the learning sessions have begun. According to Creswell (2012) a post-test measures an attribute or characteristic of participants after they have received a treatment. In this study, the post-test evaluated students' speaking ability after they were taught using animated videos. The researcher conducted an oral test where students answered questions related to the material for 2 to 3 minutes, and their responses were recorded. The evaluation of speaking ability was based on five aspects: vocabulary, accuracy, pronunciation, comprehension, and fluency.

2. Questionnaire

A questionnaire was used to gather data on students' responses. According to Sugiyono (2013) describes questionnaires as a method of data collection involving

several questions or written statements that respondents answer. In this study, the questionnaire was used to collect feedback on students' reactions to the use of animated videos in the teaching process. It consisted of several questions and was distributed after the post-test. The researcher used a Likert Scale with five options (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) to rate the responses.

3.5 Research Instrument

This study used treatment, tests, questionnaires, and documentation as research instruments in conducting research. Research instruments are tools used by researcher to collect data, so that their work is easier because the data is detailed and organized.

1. Treatment

Treatment is an action taken in research to achieve the desired goal. In this study, researchers used animated video media as the treatment in the experimental class to find out the results of its application on improving students' speaking ability. Meanwhile, the control class received conventional teaching methods (learning materials) without animated videos as treatment. After the treatment was given, both classes conducted a post-test to determine the effect of using animated videos.

2. Test

In this study, the test became the instrument of this research in collecting data regarding students' speaking ability after they learned using the animated video. In this part, the researcher asked the students to answer some questions orally within

2 to 3 minutes. While the students were answering, the researcher recorded their answers by using a recording device. The scores from this test were categorized into five aspects: vocabulary, accuracy, pronunciation, comprehension, and fluency.

3. Questionnaires

Researcher used a questionnaire as a research instrument to find data on student responses. The questionnaire consisted of several questions and was distributed after conducting the post-test. In this study, researchers used a Likert Scale with five options (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) to calculate the score on each answer.

4. Documentation

Researcher used documentation as one of the main sources to obtain accurate information. This documentation includes video recordings, photographs depicting interactions between teachers and students, and student assessment activities. By analyzing these various forms of documentation, the researcher can gain a comprehensive understanding of the learning dynamics that occur in the classroom and student development over time.

When evaluating research instruments, validity and reliability are two factors that should be considered. The following is an explanation of each valid and reliable instrument:

a. Validity

In this study, validity was used to assess students' speaking tests. Fraenkel (2012) defined validity as the appropriateness, accuracy, meaningfulness, and

usefulness of the conclusions drawn from the data collected. The researcher used content validity to check the speaking tests. This involved selecting test items based on what students had learned in their speaking classes. Before administering the post-test, the researcher had discussed the test with the supervisor and the English teacher to confirm its validity.

b. Reliability

After establishing validity, the next step was to test reliability. According to Fraenkel (2012) reliability referred to the consistency of the scores obtained how stable the scores were for each individual across different administrations of the test and different sets of items. A test was considered reliable if it consistently produced the same results under the same conditions.

Table 3.3 Scoring Rubric of Speaking

No	Criteria	Rating Score	Comments
1	Grammar	5	Uses grammar very well, with almost no errors.
		4	Uses grammar well, with few errors occurring.
		3	Uses grammar fairly well, but some errors occur.
		2	Grammar is used inappropriately, with many errors.
		1	Grammar is used very inappropriately, with many errors that make it difficult to understand.
2	Vocabulary	5	Uses a very wide and precise vocabulary, enriching expressions.

		4	Uses a good and varied vocabulary, with some inappropriate key words.
		3	Uses sufficient vocabulary, but is slightly limited in word variety.
		2	Vocabulary is inappropriate, limited and repetitive.
		1	Vocabulary is very limited and often irrelevant to the topic.
3	Comprehension	5	The student understands the dialog and its content clearly.
		4	The student understands the words although there are repetitions in certain parts.
		3	The student understands the dialog but there are some repetitions.
		2	Student understands the dialog moderately but finds it difficult to give feedback to his/her partner.
		1	The student can understand even in a simple dialog.
4	Fluency	5	Speaks very fluently, without significant pauses, and is easy to understand.
		4	Speaks fairly fluently, with few pauses, but still easy to understand.
		3	Speaks fluently but occasionally falters, affecting the flow of the conversation.

		2	Speaks haltingly, with many pauses that disrupt the flow of the conversation.
		1	Speaks very haltingly, difficult to follow the flow of the conversation.
5	Pronunciation	5	Pronunciation is very clear and easy to understand, with almost no errors.
		4	Pronunciation is quite clear, with few errors in intonation or accent.
		3	Pronunciation is adequate, but there are some errors that affect understanding.
		2	Pronunciation is less clear, with many errors in intonation and pronunciation of words.
		1	Pronunciation is very difficult to understand, many errors that interfere with understanding.

Adapted from Brown (2003)

3.6 Technique of Analysing Data

Researcher used several data analysis techniques in analysing research data, such as normality test, homogeneity test, and hypothesis testing.

1. Descriptive Statistics

The researcher used numbers and graphs to explain and understand the data, such as the number of participants, variation in scores, averages, and how the data was distributed. Data from the post-learning test is analyzed for both groups. To analyze it, the researcher used a program called IBM SPSS v.26.

2. Normality testing

To determine if the data was normally distributed, the study used the Kolmogorov-Smirnov test with the IBM SPSS v.26 program. The criteria for interpreting the results were:

1. If the significance value was greater than 0.05 ($P > 0.05$), the data was considered normal.
2. If the significance value was less than 0.05 ($P < 0.05$), the data was considered not normal.

3. Homogeneity testing

A homogeneity test checks if the variation between two or more groups is equal. It helps to see if the scores of the control and experimental groups are consistent before and after the test. The researcher used Levene's Statistic with IBM SPSS v.26 to measure homogeneity. The results were interpreted as follows:

1. If the significance value was less than 0.05 (<0.05), it indicated that the test was not homogeneous.
2. If the significance value was greater than 0.05 (>0.05), it indicated that the test was homogeneous.

4. Hypothesis testing

The researcher used the T-test to see if there was an important difference between the mean scores or the relationship between the two groups. This helped the researcher find out if the speaking skills in the two classes were significantly different.