

THE USE OF ANIMATION MOVIE AS A TEACHING MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL AT SEVENTH GRADE OF MTS AL-ITTIHAD PONCOKUSUMO MALANG

Achmad Juffri Hamdan

(Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Unisma)

Abstract: This article aims at describing the improvement of students' speaking skill by using animation movie as a teaching media in MTs Al-Ittihad Poncokusumo Malang. Here, the students' still faced the difficulty of speaking like feeling unconfident to deliver the idea in front of the class, and pronouncing some words incorrectly, and difficult to answer the question from the teacher because the students has limited vocabulary in the learning activities. The students did not reach the school standard score. The design of this research is Classroom Action Research (CAR) and the subject of this study is the students of first year in the school which consisted of 29 students. The finding of this study showed that the average score of students' speaking skill was 75.10 from the 29 students with the lowest score of 55.0 and the highest score was 90 from the result. This study is categorized success for implementing animation movie as a teaching media that can make the students' interested and enjoyable in the learning process and the students' speak more correctly and clearly. Moreover, this technique also helped the teacher to solve the problems in teaching and learning process. Based on the findings and the result of the study, it is suggested to the English teacher to teach the students using animation movie as teaching media creatively. It also can be applied by the students to increase their speaking skill. And it is recommended to the next researcher to develop this better strategy and it can be used for references.

Key Word: Speaking, Teaching Learning, Animation Movie

INTRODUCTION

In the whole of English learning and teaching, the important skill is not only reading, writing, and listening, but also speaking. Through speaking, the students of language learning get more benefit to have better communication. Rahimi (2016) stated language is one of the important tools that people use to communicate with each other. Jaulston and Brunder (as cited in Puspitaningrum, 2017) explained that speaking ability is the objective of language teaching and learning. It means that speaking takes important role of English speaking skill which has to be mastered by the students through language teaching and learning. Harmer (as cited in Kachru, 2007) explained that there were between 320 and 380 million people speaking English as a first language and anywhere between 250 and 380 million speakers of English as a

second language. In fact, speaking is not always easy. Based on the observation and interview, the seventh grade students in MTs Al-Ittihad Poncokusumo Malang still faced the difficulty of speaking like feeling unconfident to deliver the idea in front of the class, and pronouncing some words incorrectly, and finding it difficult to answer the question from the teacher because the students has limited vocabulary in the learning activities. Based on the observation, the teacher always used monotone teaching method like the teacher always speaking in front of the class. The teacher used monotone teaching method. Then the teacher was more active than the students or teacher centered. Too faced this problem the teacher should make a good media and strategy to help the students having communication with each other more better speaking skill.

Time to time in the modern era, there are many sources and media which can help the teacher to be more creative in the whole of language teaching and learning. One of the media which can be more effective to support better teaching strategy is animation movie. Daryanto (as cited in Niati, Mukhaiyar, and Rozimela, 2013) that animated movie can be a good device of teaching and learning activities because the movie can amuse the students with imaginary world. Espinosa (as cited in Niati, Mukhaiyar, and Rozimela, 2013) also explained that through animation movie, the students feel enjoy while having entertainment of the movie because of visual and auditory input. It can be derived that the interesting animation movie can support the students to imitate what they see and listen, so animation movie will influence the students' understanding in communication by using English.

Based on the reality of the students MTs Al-Ittihad Poncokusumo Malang, the researcher thinks that animation movie is the better media to teach speaking in the seventh grade of MTs Al-Ittihad Poncokusumo Malang because most of students said that they like learning by watching a video or a movie, and the researcher decides to use animation movie to help students in improving their speaking skill. So that is why the researcher in this study wants to implement The Use of Animation Movie as a Teaching Media to Improve Students' Speaking Skill at Seventh Grade of MTs Al-Ittihad Poncokusumo Malang.

METHOD

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 seventh-grade of MTs Al-Ittihad Poncokusumo Malang. This study was conducted in one cycle consisted of three 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 second, the researcher played the movie, then the researcher asked the students to focus on movie's content. Thirdly, 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. Fourthly, the researcher asked the students to discuss the movie and practice the conversation with the groupmate. In the last material the researcher asked one of the students to come forward, and explained what they had discussed with the groupmate.

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. Model of the test was an interview, there were four questions for the interview which should be answered in 5 minutes by the students and the topic was about previous materials. The researcher called two students for the interview to answer the question. Then the researcher took the score for every student from the test. After the researcher conducted the study by implementing animation movie, the researcher got the average score was 75.10 from the 29 students with the lowest score 55.0 and the highest score was 90, and the percentage from the success was 70%, and failed students was 30%.

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

FINDINGS AND DISCUSSIONS

The researcher had collected the data using observation checklist, field note, and test. In this study, observation checklist was used to know the teacher and students'

activities during teaching and learning process by applying animation movie as a teaching media. Meanwhile, the researcher used field note to write some points like the situation during the process of research. This instrument helped the researcher to know the ability of the students and the development of the students' participation, especially in speaking English. In other words field note was used to anticipate the possibility of losing data during the implementation. And the last was test that used to know the result of classroom action research and to obtain data of students' score of speaking skill.

From the data observation, after doing the preliminary test, it was known that average score of reading comprehension skill was 41.48 from the 29 students with the lowest score of 22, and the high score of 70. The percentage from the success was 15% and the failed students 85%. Most of them could not pass the standard minimum score of 70.0. It can be seen that the students' speaking skill was low and the researcher would start to solve the problems by implementing animation movie as a media in teaching. So, the researcher prepared the lesson plans before conducting teaching and learning. The material used was about "greeting". The actions of this study were arranged for three meetings that consisted of two meetings for teaching and learning, and the last was one for final test.

The data instrument showed that teaching by implementing animation movie as a media in teaching can improve the students' speaking skill. It can be seen from the result of the test in the cycle I that the average score from reading comprehension was 75.10 from the 29 students with the lowest score 55,0 and the highest score was 90, and the percentage from the success was 70%, and failed students was 30%

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 the 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. After doing activities in the cycle I and then observing the problems, there would be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before.

CONCLUSION AND SUGGESTION

With regard to the discussions of the previous chapters, this research is focused to improving students' speaking skill by using animation movie as media in teaching and learning. The result of this study showed that there were some improvements in students' speaking skill. First, the implementation of animation movie as media makes the students' interested and enjoyable in the learning process. That created the students' motivation and confidence to build their practicing speaking. This referred to the fact that they interested and active in teaching and learning process and enthusiastically got involved in practice speaking skill in the group discussion.

In addition, the improvement was also identified from the students' performance. The students' speak more correctly and clearly. It is because the researcher also gave vocabulary and asks them to follow for minimizing the mistakes.

The implementation of the animation movie as a media was improved the students' speaking skill at VII K of MTs Al-Ittihad Poncokusumo Malang. Based on the computation of the data, students score was 71.10. It was proved in one cycle and the score was higher than school standard score 70.0. In this class 70% of students were successful to reach the school standard score at MTs Al-Ittihad Poncokusumo Malang. It means that the implementation of the animation movie as a media had a positive result in the speaking skill.

From the result gained as stated above, it can be concluded that the implementation of animation movie as media in teaching and learning process of

speaking was improve the students' speaking ability.

Based on the result of the study, the researcher suggested to the students to use the media more often to learn English, such as western songs and western films. And most importantly students are expected to practice their speaking more and applying at home. The second, it is suggested to the teacher to choose a good media to be implemented in the process of teaching and learning. One of the Medias is using animation movie in teaching and learning process. However, for the teacher who will implement animation movie as media should be careful in choosing the topic and movie. The topic should be relevant to their level of competency such as which one is for beginner, intermediate, or advance level. Therefore, the English teachers are suggested to apply various strategies in implementing animation movie to improve the quality of English teaching and learning process. The last, the researcher suggested to the future researchers who would conducted the similar study should emphasize both students score and classroom atmosphere in order to create a good classroom atmosphere. This research only focuses on implementing activities

using animation movie for the teaching and learning process to improve speaking ability. Additionally, it is recommended to the next researcher to develop this better strategy and it can be used for references.

REFERENCES

- Harmer, J. (2007). *The Principle of English Language Teaching Fourth Edition*. Cambridge, UK: Pearson, Longman.
- Niati, B., Mukhaiyar., Rozimela, Y. (2013). The Effect of Animated Films on Students' Speaking Skill of Narrative Text at Grade X Sma Plus Binabangsa Pekanbaru. *Journal English Language Teaching (ELT)*, Vol 2 (1).
- Puspitaningrum, A. (2017). *The Influence of Using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2017/2018*. Thesis, Unpublished Thesis State Islamic University Lampung.
- Rahimi, R. L. (2016). The Use of Information Gap Technique to Improve Speaking Skill. *Journal of English Education, literature, and Culture*. Vol 1 (1)