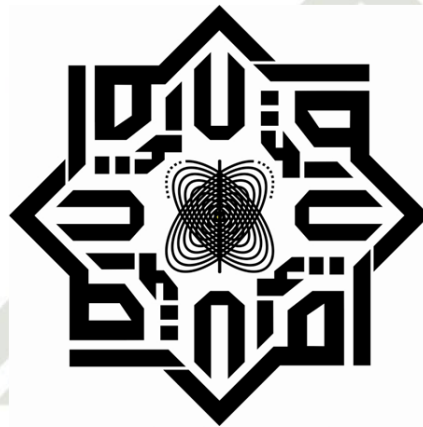


**THE EFFECT OF USING ANIMATION FILM ON STUDENTS'
SPEAKING SKILL AT SMK DAREL HIKMAH
PEKANBARU**



UIN SUSKA RIAU

BY

**IBNU KHALDUN
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UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU**

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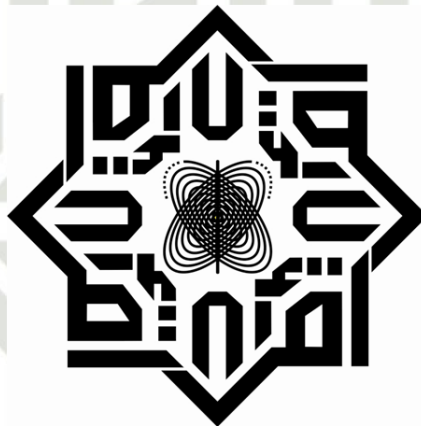
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**THE EFFECT OF USING ANIMATION FILM ON STUDENTS'
SPEAKING SKILL AT SMK DAREL HIKMAH
PEKANBARU**

Thesis

Submitted in Partial Fulfillment of the Requirements
for Undergraduate Degree in English Education

(S.Pd.)



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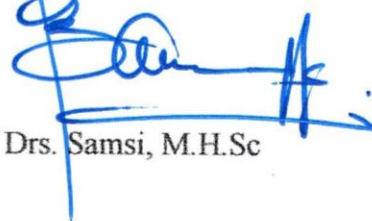
SUPERVISOR APPROVAL

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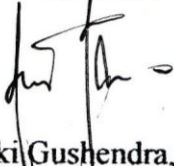
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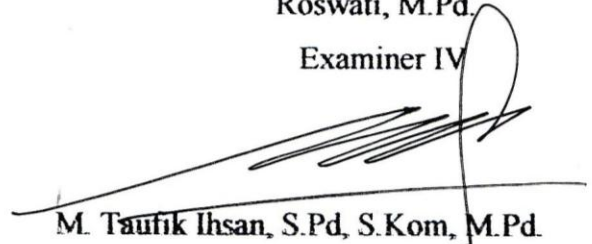
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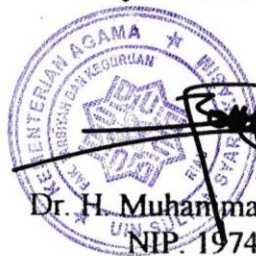
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Finally, the researcher realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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Pekanbaru, July 2nd 2019

The Researcher

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ABSTRACT

Ibnu Khaldun, (2019): The Effect of Using Animation Film on Students' Speaking Skill at SMK Darel Hikmah Pekanbaru

This research was conducted based on students' problem in speaking. Therefore, this research was aimed 1) to know the students' speaking skill before being and after being taught by using animation film, 3) to identify the significant effect of using animation film on students' speaking skill. This research had two variables, animation film as an independent variable and students' speaking skill as a dependent variable. This research was a pre-experimental research. The researcher selected one class from the population by using cluster random sampling technique. There were 20 students as sample out of 37 students. In collecting the data, the researcher used oral test. In analyzing the data, the researcher used descriptive statistic and paired sample t-test formula calculated by using SPSS 22 version continued by using eta square formula. The result of data analysis showed that there is a significant effect of using animation film on students' speaking skill, in which the *Sig (2-tailed)* 0.000 had less value than 0.05. Thus, H_a is accepted and H_o is rejected. Furthermore, there is a significant effect of using animation film on the Students' speaking skill at SMK Darel Hikmah Pekanbaru, in which the result of *eta squared* 0.84.

Keywords: *Teaching English, Effect, Animation Film, Speaking Skill.*

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ABSTRAK

Ibnu Khaldun, (2019): Pengaruh Penggunaan Film Animasi Terhadap Kemampuan Berbicara bahasa Inggris Siswa di SMK Darel Hikmah Pekanbaru.

Penelitian ini dilakukan berdasarkan masalah siswa dalam berbicara. Oleh karena itu, penelitian ini bertujuan 1) untuk mengetahui kemampuan berbicara siswa sebelum dan sesudah diajar dengan menggunakan film animasi. 2) untuk mengetahui apakah ada efek signifikan menggunakan film animasi pada kemampuan berbicara siswa. Penelitian ini memiliki dua variabel, film animasi sebagai variabel independen dan kemampuan berbicara siswa sebagai variabel dependen. Penelitian ini adalah penelitian *pre-experimental*. Peneliti memilih satu kelas dari populasi dengan menggunakan teknik *cluster random sampling*: kelas eksperimen. Ada 20 siswa sebagai sampel dari 37 siswa. Dalam mengumpulkan data, penulis menggunakan tes lisan. Dalam menganalisis data, peneliti menggunakan statistik deskriptif dan rumus *paired sample t-test* yang dihitung dengan menggunakan SPSS versi 22 dilanjutkan dengan menggunakan rumus *eta square*. Hasil analisis data menunjukkan bahwa ada pengaruh yang signifikan menggunakan film animasi pada kemampuan berbicara siswa, di mana Sig (2-tailed) 0,000 memiliki nilai kurang dari 0,05. Dengan demikian, H_a diterima dan H_o ditolak. Selain itu, ada pengaruh yang signifikan dari penggunaan film animasi terhadap Kemampuan berbicara bahasa Inggris siswa kelas 10 di SMK Darel Hikmah Pekanbaru, di mana hasil *eta square* 0.84.

Kata kunci: Pengajaran Bahasa Inggris, Pengaruh, Film Animasi, Kemampuan Berbicara.

ملخص

ابن خلدون ، (٢٠١٩): تعليم اللغة الإنجليزية باستخدام الطريقة الإيحائية: تأثير استخدام أفلام الرسوم المتحركة على القدرة على التحدث بطلاب اللغة الإنجليزية في مدرسة دار الحكمة المهنية ببيكانبارو.

تم إجراء هذا البحث على أساس مشاكل الطلاب في الكتابة. لذلك ، تهدف هذه الدراسة إلى (١) لتحديد قدرات الطلاب على التحدث قبل وبعد تدريسهم باستخدام أفلام الرسوم المتحركة. (٢) لمعرفة ما إذا كان هناك تأثير كبير باستخدام أفلام الرسوم المتحركة على قدرات الطلاب على التحدث. تحتوي هذه الدراسة على اثنين من المتغيرات والأفلام المتحركة كمتغيرات مستقلة وقدرة الطلاب على التحدث كمتغير تابع. هذا البحث هو البحث التجريبي. اختار الباحث فئة واحدة من السكان باستخدام تقنية أخذ العينات العشوائية العنقودية. عينة تجريبية. يوجد ٢٠ طالبًا على عينة من ٣٧ طالبًا. في جمع البيانات ، يستخدم المؤلف اختبارًا شفهيًا. في تحليل البيانات ، استخدم الباحثون إحصاءات وصفية وصيغ اختبار t عينة مقترنة محسوبة باستخدام SPSS الإصدار ٢٢ متبوعة باستخدام صيغة إيتا مربع. أظهرت نتائج تحليل البيانات أن هناك تأثيرًا كبيرًا في استخدام أفلام الرسوم المتحركة على قدرات الطلاب على التحدث ، حيث كانت قيمة سيغ (٢ الذيل) 0.000 أقل من 0.005 . وبالتالي ، يتم قبولها ورفضها. بالإضافة إلى ذلك ، هناك تأثير كبير لاستخدام الأفلام المتحركة على القدرة على التحدث باللغة الإنجليزية لدى طلاب الصف العاشر في مدرسة دار حكمة المهنية في بيكانبارو ، حيث بلغت نتائج إيتا مربع 0.84 .

الكلمات المفتاحية: تدريس اللغة الإنجليزية ، التأثير ، أفلام الرسوم المتحركة ، القدرة على التحدث.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the core of communication. It becomes a device to produce and to get the knowledge from any languages. Besides, it is also important in communication as it is used by people in almost every time to interact with human being. It is in line with what Brown and Yule state in Richard (2008, p.14), he utters that the role and purpose of speaking are transactional and intractional. In addition, to support the aforementioned, Putriani (2013, p. 13) also argues the importance of speaking in communication by saying that speaking facilitates people to maintain social relationship. Moreover, she states that feeling, emotions, desire, and even curiosity could be expressed through speaking. This means that speaking has crucial function to communication since it is used for many purposes. Not a doubt then, every person should master speaking skill to have a good communication.

For foreign language learners, mastering speaking skill is a priority. According to Louma (2004, p. ix), the ability to speak in a foreign language is the main point as the indicator for someone to be able to use the foreign language. They will understand the foreign language if they are able to speak with that language. Thus, because speaking is priority for learners, every student must realize then that this skill (speaking) is essetial in mastering the language in general, and English in particular.

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Based on the researcher's interview with one of the English teachers in SMK Darel Hikmah Pekanbaru on 1st June 2018, speaking subject is taught two times in a week. In general, students should be able to use English in transactional function. English basic competence set for the second grade is "talking and and expressing meaning in the form of transactional particularly in narrative, procedure, descriptive, recount, announcement and simple song", while the standard minimum criteria (KKM) is 70. Unexpectedly, most of the students have not achived the KKM, on the other words; only few of them could reach the minimum standard. Another information received is that English in SMK Darel Hikmah is taught integratedly. However, speaking part is like to be the major problem for students. The English teacher said that most of the students are still difficult to share their ideas in English due to their limited vocabularies and comprehension. Following this, the lack of using appropriate gammar also becomes an obstacle for students to produce the language. As a result, the use of correct grammar in their speaking was low. Furthermore, they did many stops and seemed to think a lot to continue producing English words when speaking. This phenomenon results on their fluency too.

Realizing the speaking phenomena in SMK Darel Hikmah Pekanbaru, the English teachers had done efforts like using several media to teach English especially in increasing students speaking through the use of picture story, PowerPoint, and role playing. But the result is their English speaking was still problematic.

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Pertaining to the phenomena depicted above, the researcher assumes that the teacher needs to use new media to increase the students speaking skill. Toward this need, the researcher suggested to apply Audio Visual media Animation Film (Cartoon). Based on the interview with the English teacher, this kind of media have never been used in teaching by the teacher before.

Animation Film helps students to experience the real use of language. By this media, the students do not just hear the language, but they see it too (Harmer, 1985, p.282). This means that Animation Film facilitates students to comprehend the language they listen to and make their language acquisition device works easier in a relax mode-as it could amuse people who watch it, to acquire vocabulary meaning, and might copy the pronunciation showed in it (Barthes, 1993, p.3). This synthesis made because Animation Film contributes to an increased level of interest when students have a chance to see language in use as well as hear it. The advantages the Animation Film gives is also supported by Neylor and Keogh (2013, p.6) who point out that “...*concept cartoon or animated video can provide an accessible entry point for language learning and can help learners to develop their language skill..*”.

Since Animation Film establishes students speaking skill and encourages students to use the language by its relaxing, amusing, and motivating show, then, the selection of animated film media can be utilized as an alternative in teaching learning process to increase students speaking skill. Therefore, by the aforementioned, the researcher was interested in conducting a

research entitled “The Effect of Using Animation Film on Student’s Speaking Skill at SMK Darel Hikmah Pekanbaru.”

B The Definition of the Key Terms

To avoid misunderstanding and misinterpreting, it is necessary for the researcher to explain the term used in this study. They are defined as follows:

1) Effect

According to Hornby (1995, p.1140), effect is a change that something or somebody causes in something or somebody else, or result. In addition, Richard states that effect is measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is referring to the strength of variable X affect the variable Y. X refers to the use of animation film and Y refers to the speaking skill of the tenth grade students. It means that, effect in this research refers to the effect caused by the use of animation film on the speaking skill of the tenth grade students at the SMK Darel Hikmah Pekanbaru.

2) Animation Film

According to the Ministry of National Education in Kamus Besar Bahasa Indonesia (2005, p.53), animation is a television show in the form of a series of writings or images that are mechanically driven electronically so that the screen appears to be motion. In this research,

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Animation Film that the researcher used is an Animation Film entitled “Over the Hedge”

3) Speaking Skill

According to Long and Jack in Wahyudi (2013, p.1) speaking is a complex set of abilities that involves many components; including pronunciation, listening and grammatical skills. By mastering the components involved in speaking, speaker can produce a good spoken language. In this research, speaking skill refers to tenth grade students' speaking skill of SMK Darel Hikmah Pekanbaru.

C. The Problem**1) The Identification of the Problem**

Based on the background of the problem, it is very clear that students at SMK Darel Hikmah Pekanbaru still had problem in speaking skill. To make it clearer, it will be identified as follows:

- a) Students were still lack of grammar mastery,
- b) Students were still lack of vocabulary mastery,
- c) Students had under minimum score for speaking,
- d) Student did not have confidence when speaking English, and
- e) The previous teaching media were still not effective enough to increase students' speaking skill.

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2) The Limitation of the Problem

Based on the identification of the problem, the researcher limits the focus of the research on students' speaking skill in the level of vocational school for the tenth grade. Then, the researcher only used one Animation Film to be applied, that is Hedge.

3) The Formulation of the Problem

Based on the limitation of the problem above, this research will be formulated as follows:

- a) Is speaking skill better after students taught by using Animation Film than when before using Animation Film at SMK Darel Hikmah Pekanbaru?

D. The Objective and the Significance of the Research

1) The Objective of the Research

Based on the formulation of the problem, the objectives of the research is :

- a) To find out whether speaking skill is better after students taught by using Animation Film than before using Animation Film at SMK Darel Hikmah Pekanbaru.

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- b) To find out whether there is any significant effect of Animation Film on students' speaking skill at SMK Darel Hikmah Pekanbaru.

2) The Significance of the Research

The findings were expected to be positive and valuable as it will be useful for students to increase their speaking skill, because based on the theory has been said that it has a role in giving experience to students in the real use of language, students could copy the language easily and interestingly as it shows the language in an amused ways (through animation). Hopefully, in future teaching implementation, animation film can be used by the teacher and students to increase their speaking skill.

Besides, this research is important since it helps researcher to fulfill one of the requirements to complete his undergraduate degree program at English Education Department of Education and Teacher Training Faculty of Sultan Syarif Kasim State Islamic University of Riau.

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CHAPTER II

REVIEW OF RELATED LITERATURE

1. Concept of Speaking Skill

1) Definition of Speaking Skill

Speaking is an important skill as it facilitates people to express their ideas or to give information to others. In speaking, there are five components generally recognized. They are pronunciation, grammar, speaking, fluency and comprehension. According to Nation (2009, p.122), speaking as a part of work or academic study may involve presenting report or presenting a viewpoint on a particular topic.

Speaking is an interaction between speaker and listener that delivers speakers' information or intention during the conversation. Brown and Yule (in Richards, 2008, p.21) state that making a useful distinction between the interactional functions of speaking, serves to establish and maintain social relations, in which the transactional functions, focus on the exchange of information. It means that when people start speaking, they want to deliver or share their ideas to others.

From some definitions above, it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately and to express meanings in order to transfer or to get knowledge/ information from other people in the whole life situation.

Furthermore, speaking is not only one of the four skills which plays a significant role for students in mastering English. It should be studied and practiced persistently. According to Brown (2003, p.141) there are five basic types of speaking or oral production where the students are expected to carry out in the classroom. They are imitative, intensive, responsive, interactive, and extensive.

- a) Imitative is when someone is interested only in what is labeled by “Pronunciation”. She or he imitates a native speaker’s pronunciation;
- b) Intensive is someone’s ability to gain the meaning of the conversation based on the context;
- c) Responsive refers to someone’s comprehension of the short conversation, standard greeting and small talk, simple request and comment, and the like; and
- d) Interactive is the interaction which consists of two forms. They are transactional language- the purpose of exchanging specific information, and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.
- e) Extensive (monologue) is extensive oral production that includes speech, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together.

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Then, speaking can also be understood from Brown and Yule's classification in Richard (2008, p.14). They divided speaking into three divisions, they are:

1) Speaking as interaction

It refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. For example, when people meet, they exchange greetings, have a small talk, share recent experiences and so on. Then, the aspect in speaking as interaction is that knowing how to do:

- a) Opening and closing conversation,
- b) Choosing topic,
- c) Making small talk,
- d) Joking,
- e) Turn-taking,
- f) Interrupting, and
- g) Using an appropriate style of speaking.

2) Speaking as transaction

It refers to situations where the focus is on what is said or done. It means that it is important to convey the message and make one self-understand the language clearly and accurately.

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3) Speaking as performance

It refers to public talk, that is, talk that transmits information before an audience such as classroom presentation, public announcements and speech. This type tends to be in the form of monolog rather than dialog.

Speaking is a difficult and complex skill to learn especially for the foreign language students. The success or failure of someone's English is many times seen by people from their speaking. Not only people out of themselves, but also they, language learners, also claim and measure their language through their speaking ability as a measure of knowing a language. Then, the fluency of oral language determined to converse with others, much more than the ability to read, to write or to comprehend the oral language. As Hornby (2005, p.208) states, speaking is a proficiency, a proficiency to use the language orally. Then, people regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishments in spoken communication.

2) The Components of Speaking Skill

There are several areas that students need to recognize. It is line with Kalayo and Fauzan (2007, p.101) who state that language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation;

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- b) Function (transactional and interactional): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building); and
- c) Social and culture rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Those areas are important for language learners to know because speaking involves many things that happen in a conversation. The integration of those three areas create conversation between people understandable.

There are many aspects that should be known and considered by the students. They are vocabulary, grammar, and expression of ideas. Adams and Frith in Hughes (2003, p.132) explain those five items as follows:

- 1) Pronunciation

As stated by Harmer, if students want to be able to speak fluently, they need to be able pronounce phonemes correctly, use appropriate patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning.

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2) Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know certain amount of grammar and vocabulary, grammar is the sounds and sound patterns, the basic units of meaning, such as words, the rules to combine them to form new sentences. Therefore grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak english well.

3) Vocabulary

As we know, vocabulary is the basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible

4) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping. It means students should be able to understand a conversation and deliver words without any hesitation

5) Comprehension

Comprehension is discussed by both speakers because comprehension can make people getting the information they want.

From five components above, we know that speaking skill is a complex speech in requiring the simultaneous use of a number of different



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components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) that must be considered and each of them are correlated each other.

3) Assessment of Speaking Skill

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability will be assessed by speaking assessment adapted from Arthur Hughes collaborated with FSI (foreign service instate). There are five components have rating range from 1-6 with different weighting point from the lowest to the highest. The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension (Hughes, 2003, p.131).

4) Teaching Media

a) Definition of Teaching Media

Word media is derived from latin " medus " which means middle, guide, or intermediary. The term media is also closely related to word "technology" which derived also from latin "tekne" and "logos" (Arsyad, 2010, p.3). Munadi states that media is tools that is used to deliver message or information from sender to the receiver (2008, p.6). So, it means that media is something that is used as connector to deliver something that need to be delivered. For example,

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teacher uses media Animation Film as connector of learning materials to the students.

Media is one of the important components that determine students' success in learning material. Media can help teacher to the deliver learning material easily and help students to understand the learning material effectifely. It is inline with Munadi (2008, p.7) media is anything that could deliver message from a well planned source so it could create an effeicient and effective learning process. In other words, media is anything that could help students become easy to absorb learning materials that delivered by the teacher.

Teaching Media in speaking means that tools which is used by the students or the teacher expedite the teaching and learning speaking process. Rossi and Breidle in Wina Sanjaya (2010) state that teaching media is any tools and equipment that can be used to reach the goal of education such as radio, television, book, newspaper, magazine, and many others. Another definition, Gerlach and Ely in Azhar Arsyad (2011, p.3) state that media is human, materials or events that build a condition that make the student able to get knowledge, skills, or attitude. From the definitions above, it can be concluded that teaching media is anything that could be used as tool or connector for the teacher to deliver anything to the student.

According to Hamzah (1985, p.22) teaching media is divided into three categories. The first is Audio media which is related to the

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sense of hearing. The second is Visual media which is related to the sense of sight. The third is Audio Visual media which is related to both sense of hearing and sight. Based on the explanation above, it is clear that Animation Film is Audio Visual Media because Animation Film integrates both sense of hearing and sight.

3. Film as Audio Visual Media

a) Film

Along with the development of audio technology, Audio Visual was born to support the teaching and learning process, especially the emphasis on the use of concrete experience. Film or live images are images in frames where frame by frame is projected through the lens of the projector mechanically so that on the screen the image appears alive (Arsyad, 2002, p.36).

Film is live images that are visible on the image. The visible image is the result of projection through the lens of the projector mechanically. The film moves from frame to frame in front of the lens on the screen, the images are also rapidly alternating and provide a continuous visual process between images after image no cracks, moving quickly and on the screen seen sequential images and describes an event, a story, objects, and as pure as the original one (Hamalik, 1980, p. 84).

In general, films are used for entertainment, documentation, and education purposes. It can present information, present processes,

explain complex concepts, teach skills, abbreviate or lengthen time, and influence attitudes.

Based on the above description, it can be concluded that the film as an audio visual media is a series of images with the illusion of motion. So, it is seen live in the frame projected through the projector and produced mechanically which can be seen and heard.

b) Animation Film

The word animation comes from the word "anima" which means the soul or breath of life. Harry (1991, p.2) states that animation comes from all creation of life both in the dead object and into the lifeless object. According to the Ministry of National Education in Kamus Besar Bahasa Indonesia (Sunendar, 2005, p.53), animation is a television show in the form of a series of writings or images that are driven mechanically and electronically so that the screen appears to be motion. From the definition mentioned, especially in the word 'mechanically and electronically' which belongs to images or writing, we can interpret that the animation film itself is a kind of technique and a process of giving visible motion to the dead object.

Animations are often produced from sequential art form. The motion of the animated image is generated from a series of inanimate images arranged in sequence in minimal motion differences on each frame. Frame is the basic image structure in an animated motion or

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continuous images so as to produce good motion in film and video (Ridan, 2011, p. 27). Thus, it can be concluded that the media animated film is an audio visual media in the form of sequential series of live images on frames that are mechanically projected electronically so that it appears live on the screen.

From the aforementioned, it is not a doubt saying that animation film is clearly an audio visual aid. Through Willingham's research in Mateer (2011), he finds that audio visual helps students to be easy to achieve the concept of material learning, however, teacher still needs other sources to submit the message of material. Hence, Animation Film provides teacher easiness too in turning in the message better. Chapple and Curtis in Rafikadila (2013) state animation film by using different term of the second word instead of saying 'film', he replaces it by using the word 'movie'. However, both are similar. They claimed that film is so rich in action and visual aids that it is appropriate for listening and speaking activities such as describing scenes and actions. In brief, animation film has rich context which students can improve comprehension and practice.

Harmer (2001, p. 282) states that when using film, students do not just hear language, but they see it too. This greatly aids comprehension. One of the examples are general meaning and moods which are often conveyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in

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spoken language. It means that students could imitate the character when the character speak because film present concrete experience.

It is fun watching film in the class. The classroom atmosphere is enjoyable and makes students more ready to learn. Having the same opinion with Chapple and Curtis above, Brown (1983, p.233) also uses the word 'movie' for 'film'. He emphasizes that it is a resources for teaching and learning which are mostly applicable and powerful among others resources as it has unique capacity to communicate, to influence, and to inform. While students are watching the film, directly they get some experiences from the film and it influences their understanding and thinking.

According to Gilbert (2009, p.6) there are some key benefits of using Animation Film, they are:

- 1) Clear and easy to understand,
- 2) Produce in pure English, the English words and sentences are full by the linguist experts and educators and choice of words to suit our students speaking study,
- 3) Contain of many dialogs and vocabulary with familiar story completed by nice pictures, colors, and sounds,
- 4) Teachers do not need to talk a lot in explaining the teaching materials that are being presented,
- 5) The materials can be printed as needed, and

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6) Data can be stored in the form CD or flash, so it can be taken everywhere.

By the lists of benefits of Animation Film given by Gilbert (2009, p.6), and explanation from Harmer (2001, p.282), animation film can summarized to promote big contribution for students in learning languages included English. Through the speaking showed by the speakers, it influences its listeners (students) how to pronounce the words, how they mimic their face, and also how the native speakers use body language when they are speaking. Furthermore, this Animation Film also introduces students to some English vocabularies, how to pronounce, how to spell, and how to give information about those vocabularies.

c) The Procedure of Using Animation Film

Xing (2011, p.7-8) divides the steps of using animation film in teaching speaking as follows:

- 1) The teacher gives students a part or whole section of animation film to watch;
- 2) Teacher explain about the Animation film;
- 3) Students pay their attention and watch the Animation Film;
- 4) The students discuss about the Animation film that is related to the material; and
- 5) The students present their understanding about the Animation film.



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B Relevant Research

According to Syafi'i (2015) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. In fact, there are previous researchers are in regarding with the Animation Film and speaking skill. There are as the followings:

- 1) Improving students' speaking skill through animation movie at sixth grade SDN 002 Ujung Batu Kabupaten Rokan Hulu Provinsi Riau conducted by Rosdalina, Pipit Rahayu and Eripuddin. From their research, the result shows an improvement on the students' speaking skill. It can be understood that their accent became better from the average of speaking test in cycle I (47, 22) to (44, 70) in the average of speaking test in cycle II. It can be read that the students' mastery on grammar better improved from (50, 57) in the average of speaking test in cycle I to (52, 91) in the average of speaking test in cycle II. According the data above there was an increase on the students' mastery in vocabulary: from (59, 02) in the average of speaking test in cycle I to (63, 34) in the average of speaking test in cycle II. Their fluency in pronouncing words and sentences became better: from (52, 24) in the average of speaking test in cycle I to (55, 19) in the average of speaking test in cycle II. The last, the student's comprehension throughout the three meetings showed an improvement: from (60, 88) in the average of speaking test in cycle I to (64, 06).

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- 2) A study done by Imayati Klean (2013) under the title Speaking Skill Improvement by Using Movie as Media at First Grade of SMP Negeri 13 Malang. This research focuses on improving students' speaking achievement by using short movie as media. This study used Classroom Action Research as the research method. Based on the research findings, the researcher concluded that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media.

The two previous studies above are similar to the researcher's study in one variable that is students' speaking skill. However, they are different from some components such as the subject of the research, the research method, and the label of naming the teaching media. The subject of the previous study was Elementary and Junior High School students, while the researcher's are Senior High School students. Then, the methods used were Classroom Action Research, but, this research used Experimental research. While both relevant researches applied Animation Movie, the researcher's used Animation Film as the teaching media applied.

Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi'i (2007, p.122) that all related theoretical frameworks, can be operate in the operational concept. There are two variables; X variables and Y variables.

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Independent variable or X variable of this research is Animation Film and dependent variable or Y variable of this research is the students' speaking skill.

The theoretical concepts explained above are still general and abstract.

They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or X variable of which is the Animation Film adapted from Xing (2011, p.7-8) can be seen as follows:

- 1) The teacher gives students a part or whole section of animation film to watch;
- 2) Teacher explain about the Animation film;
- 3) Students pay their attention and watch the Animation Film;
- 4) The students discuss about the Animation film that is related to the material; and
- 5) The students present their understanding about Animation Film;

In this research, speaking is the dependent variable (Y). According to Nation (2009, p.122), speaking as a part of work or academic study may involve presenting report or presenting a view point on a particular topic. For this research, the researcher adapted speaking skill indicators presented by Hughes (2003, p.131). They are as in the followings.

- 1) Students ability to pronounce the word correctly;
- 2) Students ability to speak English grammatically;
- 3) Students ability to use sufficient vocabulary;

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- 4) Students ability to speak English fluently; and
- 5) Students ability to use English comprehensively.

D. Assumtion and Hypothesis**1) Assumption**

In this research, the researcher assumed that the students in experimental class has better speaking skill after taught by using animaton film. Then, it is also assumed that there is a significant effect of using Animation Film on students' speaking skill at SMK Darel Hikmah Pekanbaru.

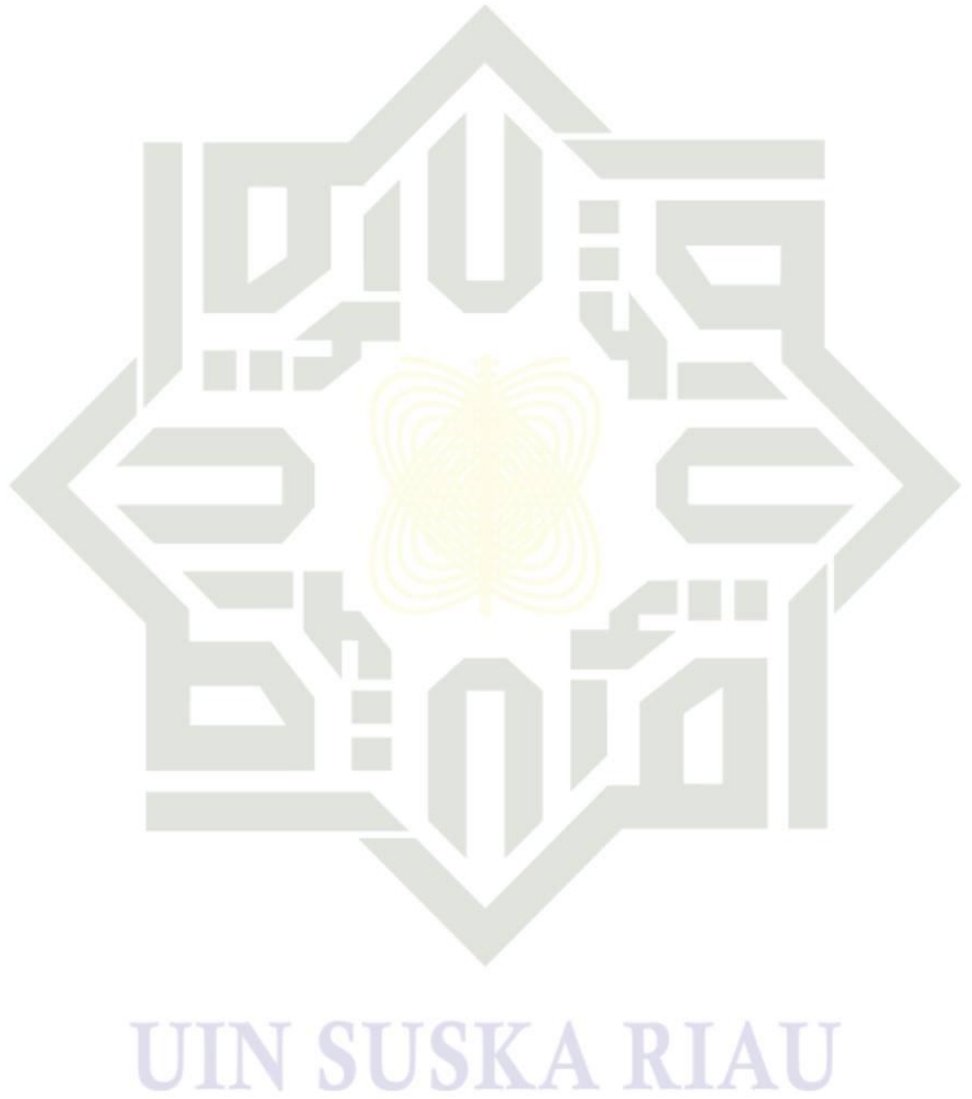
2) Hypothesis**a. H_0**

- 1) Speaking skill is not better when students are taught by using Animation Film than when they are taught without using animation film at SMK Darel Hikmah Pekanbaru.
- 2) There is no significant effect of Animation Film on students' speaking skill at SMK Darel Hikmah Pekanbaru.

b. H_a

- 1) Speaking skill is better when students are taught by using Animation Film than when they are taught without using animation film at SMK Darel Hikmah Pekanbaru.

- 2) There is a significant effect of Animation Film on students' speaking skill at SMK Darel Hikmah Pekanbaru.



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CHAPTER III RESEARCH METHOD

A. Method of the Research

This research is an experimental research. The type of experiment applied is pre-experiment research with one group pre-test and post-test design. In this pre-experimental study, there is no random assignment for subjects or groups in the absence of a control class (Ary, 2013, p.303). The design of this study requires the existence of one group of samples to be given treatment. In this study, the treatment was the application of animation film on students' speaking skill. This research design research also requires the existence of 3 (three) steps that researchers must do during the application of independent variables, namely : 1) the existence of pre-test that measures the dependent (Y variable), 2) the application of independent variable/experimental treatment to the subject of research, 3) the presence of post-test that measures the dependent (X variable). After the implementation of the three stages, the differences in the results of the pre-test and post-test were evaluated and compared in the form of scores (Ary, 2013, p.303).

Based on the theory of pre-experiment one group pre-test and post-test design described above, it can be interpreted that in this study, researchers carried out a pre-test to see the variable X before the application of animation film. Next, the treatment was carried out, and the final step is that the researcher gave a post-test to see the state of X variable after the treatment applied. The pre-test and post-test results were then compared to see the

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conditions, differences, of the effect contributed by animation film (Y variable) on students' speaking skills (X variable).

Table III.1
One Group Pre-test and Post-test Design

Pre-test	Treatment	Post-test
Y_1	X	Y_2

B. Time and Location of the Research

This research was conducted from August to September at SMK Darel Hikmah Pekanbaru.

C. The Subject and the Object of the Research

The subject of the research is second grade students at SMK Darel Hikmah Pekanbaru. The object of the research is the effect of using animation film on students' speaking skill.

D. The Population and the Sample of the Research

1. Population

Population is the whole object of research (Arikunto, 2010, p.173).

Population is a region of generalization consisting of objects or subjects which has certain quantity and characteristics determined by researchers to be studied and then withdrawn the conclusion.

The population of the research is the entire students of the first grade students at SMK Darel Hikmah Pekanbaru in 2018/2019 which consists of 37 students. The specification of the population can be seen in the table below :

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Table III.2
Population of Tenth Grade Students of SMK Darel Hikmah Pekanbaru
Academic Year 2018/2019

No	Classes	Population
1.	X Multimedia	20
2.	X Perbankan Syariah	17
Total		37

2. Sample

In accordance with the research design chosen for this study, the one pretest-posttest design group, it does not require random assignments for the research subjects (Ary, 2013, p.302). In other words, the sample chosen is non-probability sampling like the term used by Parmjit Singh in his book entitled *Comprehensive Guide to Writing Research Proposals* (Singh, 2006, p.132). From several sample techniques taken as non-probability/non-random samples (such as convenient samples, purposive samples, quota samples, incidental samples, snowball samples, etc.), the researcher chose to use the convenient sampling. The convenient sampling characteristic is that it makes the researcher to get easier to use the available subjects. This helps the researcher because he couldn't do the probability sampling techniques due to constraints or limitations of the things occurred at the school to carry out the research.

In the conditions faced by the researcher, the facts found in the school was the teacher and the school principal only allowed to use one class only, in consequence, the researcher became less power or did not have more capacity or strength to take other classes. And in conditions such as experienced by the researcher, convenient sampling technique was

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felt to be very appropriate and helpful, besides, it still supported the implementation of a pre-experiment of one group pretest-posttest design to be carried out.

For the reasons and conditions mentioned above, the sample taken for this study was the X Multimedia class students.

The Technique of Collecting Data

To obtain the data needs to support this research. The researcher used test which is oral presentation test. The test was done once, only after giving the treatment intends to obtain the score of students' speaking skill at SMK Darel Hikmah Pekanbaru. Furthermore, the researcher used extensive speaking in testing students' speaking skill. According to Brown and Abeywickrama (2010, p.184-185) Extensive (monologue) types refer to speeches, oral production, and storytelling. Extensive speaking also as activity to enhance students' spoken fluency (Sarah & Reynolds, Eric D. 2013, p.56). That is why the researcher chose oral production type through oral presentation to be a test.

1. Oral Presentation

a) Pre-Test

Pre-test was used to collect data about students' speaking skill before treatment.

b) Post-Test

Post-Test was used to collect data about students' speaking skill after being taught by using animation film. In this section,

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researcher asked students to present an oral presentation about narrative story within 2 or 3 minutes. While the students presented their work, researcher recorded it by using audio recorder.

To score the test the researcher use two raters by using the indicators of speaking skill from Hughes (1989, p.113) (see appendix). Then to weight the score of rating from raters, the researcher used the following weighting table:

Table III.3
Classification of Students' Speaking Score

WEIGHTING TABLE							
COMPONENTS OF SPEAKING	SCORES						TOTAL
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	22	
TOTAL (ALL COMPONENTS)							

(Hughes, 1989, p. 113)

The Validity and Reliability of the Test.

The test for testing students' speaking skill has to have reliability and validity. The test is valid if it measures accurately what it is intended to measure. According to Gay (2000, pp.163-167) states that there are three types of validity. There are content validity, criterion-related validity, and construct validity. In this research, the researcher used content validity to know the validity of speaking skill test. According to Brown (2003, p.22) states that content validity is partly a matter of determining if the content that the instrument contains is an adequate sample of domain of content, it is supposed to represent. Thus, the test was administered based on the material

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that the students learned. The material of the test was taken from a textbook and others resources used by first grade students of SMK Darel Hikmah Pekanbaru.

The validity and reliability is related. It is possible for a test to be reliable without being valid for specific purpose, but it is impossible a test to be valid without first being reliable. Hughes (1989, p.20) states that reliable test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar result. In this research, to know the reliability of the test, the researcher used the raters agreement type concerns with inter-rater reliability, because the researcher used two raters to score students' speaking skill.

To describe the correlation between scores the first rater and the second rater, the researcher calculated it by using SPSS 22. The researcher used the categories of reliability that can be seen in the following table (Cohen, 2010, p.29).

Table III.4
The Categories of Reliability Test

No	Reliability	Level of Reliability
1.	0.0 - 0.20	Low
2.	0.21 - 0.40	Sufficient
3.	0.41 - 0.70	High
4.	0.71 - 1.0	Super High

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G The Technique of Data Analysis

1. Normality of the Test

Before analyzing the data by using paired sample test, the researcher find out the normality of the data. Normality test of the data was analyzed by using Kolmogorov - Smirnov technique with SPSS 22.

Analysis :

Ho : Data is normally distributed

Ha : data is abnormally distributed

If probability value (sig) > 0.05, Ho is accepted

If probability value (sig) < 0.05, Ho is rejected

2. Analysis of the Data

The hypothesis was tested to state the effectiveness of using animation film on students' speaking skill in SMK Darel Hikmah Pekanbaru. The data analyzed is the result of pre-test and post-test in the experimental class. In this study, the media is effective if it meets the indicators of of speaking skill mentioned earlier.

Paired sample test is used to find out whether the average value of students' speaking skill taught by using Animation film is better than when they are taught without using Animation film by using SPSS 22 program.

Ha accepted : $p_v < 0.05$ There is significant effect on students who are taught by using Animation Film.on students' speaking skill at the SMK Darel Hikmah Pekanbaru.

H_a rejected : $p_v > 0.05$ There is no significant effect on students who are taught by using Animation Film on students' speaking skill at the SMK Darel Hikmah Pekanbaru.

To identify the level of the effect of using media animation film on students' speaking skill at SMK Darel Hikmah Pekanbaru, it was calculated by using eta squared formula:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 - 1)}$$

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CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using media animation film on students speaking skill at SMK Darel Hikmah Pekanbaru comes to the conclusion as follows:

1. Students' speaking skill is better after using animation film than before using animation film at SKM Darel Hikmah Pekanbaru. It was revealed by their difference scores of pre-test (before using animation film) and post-test (after using animation film). Their mean score at pre-test is 56,70 which is categorized into Enough Level. Then, their mean score at post-test is 69,70 which is categorized into Good Level. It is clearly found that there is a significant increase of the students' speaking skill scores.

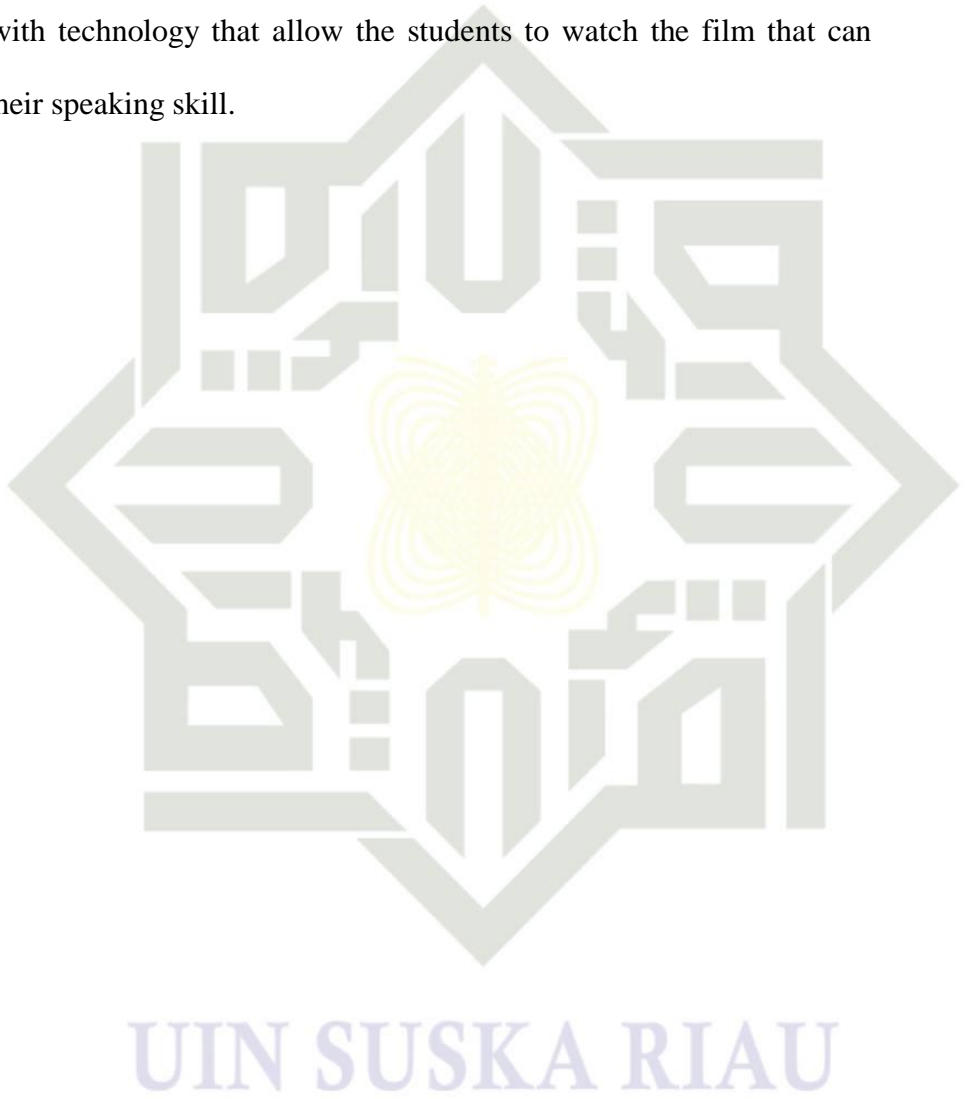
Suggestion

The researcher suggests to teachers to use animation film to increase and enhancing students' speaking skill. Students are expected wisely to practice more to improve their speaking skill. In this case, students should try a different media such as animation film to train themselves in order to manage and construct the ideas. The role of teacher in the classroom is the most important thing than anything else, therefore in order to make students more active in the classroom, teacher should give a great support and facilitate the

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different media such as animation film to train themselves in order to manage and construct the ideas. The role of teacher in the classroom is the most important thing than anything else, therefore in order to make students more active in the classroom, teacher should give a great support and facilitate the students with technology that allow the students to watch the film that can increase their speaking skill.



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