

The Effectiveness of Folklore based Animation Video in Enhancing Students' Speaking Skill

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ABSTRACT

English as a compulsory subject at school, is often a scourge for students. This has become a common conflict that occurs in schools. In this case, the work of the teacher is urgently needed to convey learning in a needs-based manner. Teachers do not only design lessons according to lesson plans, but they also need to be able to design lessons creatively to foster positive habits that directly improve learners' English skills. The purpose of this research is to analyze the effectiveness of learning English using two-dimensional animation media, especially folklore from the Papua region, one of which is from Tambrau Regency. The design of this research is Classroom Action Research (CAR). The sample of this research is 25 students of 1st Semester English Education Study Program at Universitas Victory Sorong who learn in English Club. The results of the research showed that: (1) Based on observations, students will become more interested and confident in speaking English. (2) Based on the test, there is a very large change in the positive direction compared to a very good value of 36% in cycle 1, but in cycle 2 it is 84%, an increase of 48%. This folklore-based animated video worked well and met the needs of students in the first semester of the English Club.

Key words: folklore, animation video, speaking skill

INTRODUCTION

English as a compulsory subject at school, is often a scourge for students. This has become a common conflict that occurs in schools. This situation is based on many reasons, one of them is English which is not a mother tongue, and is a foreign language. English is not heard often, and is not generally used for communication by students outside of school, unless someone is taking intensive courses outside of school. A similar situation occurred with students at Universitas Victory Sorong. Especially those who have just graduated from high school and have decided to take English language programs seriously. Floriasti (2013) stated that students faced some obstacles which come from internal problems, such as anxiety, worried about making mistakes, and lack of self-confident. This is the basis on which students often fail to learn English, especially when playing in public, especially when speaking in English. In this case, the work of the

teacher is urgently needed to convey learning in a needs-based manner.

Teachers do not only design lessons according to lesson plans, but they also need to be able to design lessons creatively to foster positive habits that directly improve learners' English skills. The teacher's creativity in developing learning English in the classroom is the most important factor to increase the English learning quality (Uktolseja, 2019). Teachers who teach subjects need the right intermediaries so that these subjects can be properly communicated to students. The lecture and narration systems are ineffective and monotonous, so that some students have difficulty understanding the material. Teachers' lack of sensitivity to the learning needs of their students is one of the main reasons that lesson is not successful and does not meet expected quality goals. Teachers are key actors in conducting lesson and must be able to create an interesting and contextual atmosphere in the classroom. Moreover, Sudirman (2004) said that interest is a condition happening if someone looks the characteristic of a condition related to the desire or needs. Basically, interest play a very big deal.

In particular, the students of Universitas Victory Sorong, especially those who have just graduated from high school and have decided to take come from a variety of backgrounds, but most of them are from Sorong City. They are highly influenced by the surrounding culture and enjoy learning about culture and traditions. It is an opportunity to learn a foreign language, such as English, while at the same time developing a love for the culture. Many also fear that foreign language students will lose their love for the local culture. In a learning context, teachers can directly encourage students to continue to love the culture around them. Folklore of Papua in animated video is one of the example. This 2D animated video is one of many cultural heritages that can be used to make learning a foreign language more fun. This 2D animation produced includes a video with sounds in two languages: English and Indonesian. Bajrami and Ismaili (2016) state hypothesise that video material can be used as input of authentic material and as a motivational tool.

According to Bunanta (2015: 3), Indonesia is one of the largest archipelagic countries in the world which is home to hundreds of ethnic groups with diverse cultures and languages. In addition, a study by Kirkpatrick (2008) on English teaching in Indonesia argues that Indonesian English Foreign Language (EFL) students, although not specifying the level of study, prefer to use English when talking about familiar subjects, such as their own culture. It can be assumed that contextual learning of English, such as the use of folklore, can enable learning that is easier to absorb. Students are also more connected to learning because the learning they are given is part of the culture. In addition, it is supported by 2D animated multimedia technology, providing students with interesting images and sounds while studying. After that, they can tell the story again and become a cultural ambassador.

Today, the development of technology is very rapid. Multimedia is one of the many technologies that are developing rapidly, especially in terms of types and properties. In general, multimedia consists of two words, namely multi and media. Media is used to convey messages (mediator). Munir (2012) explained that multimedia is a means of communication that integrates text, graphics, still images and video, audio animation, and other media. The use of 2D animation in the learning method is one way to increase student interest in learning. The 2D animation is one of the media that provides interesting material in the learning process, especially when providing folklore material. The use of audio-visual media is in line with the implementation of edutainment where the students can be educated and entertained at the same time (Sorathia & Servidio, 2012).

The purpose of this research is to analyze the effectiveness of learning English using two-dimensional animation media, especially folklore from the Papua region, one of which is

from Tambrauw Regency.

LITERATURE REVIEW

Multimedia

The media can be seen as media, widely understood, anyone, material, or events that form conditions that allow students to acquire knowledge, skills and attitudes (Jacobs et al. 2002). Furthermore, multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program (Mishra, S., & Sharma, Ramesh. C. 2004). The advantage of multimedia is that it attracts the senses and attracts interest because it is a combination of sight, sound and movement (Geoffary Arka, 2009). Moreover, Harnet (as cited in Brinton, 2001) shared that perspective by saying that media tools appeal to the students' senses and help them process information, thus empowering their understanding of target culture and increasing their motivation toward language learning, reinforcing the teaching points, and saving the teacher unnecessary explanation.

A very popular type of multimedia is animation. It is basically made up of a series of photographs, drawings, or computer images of small displacements of objects or images (Smaldino, 2011:238). According Nugent (2005) stated, many teachers used video to introduce a topic, to review content, to provide remediation, or to promote enrichment. Videos are available on almost any topic for every type of learner in all the domains of instruction (Smaldino, 2011:235). This is a wise indicator that using animated videos while learning English can be beneficial to the teacher as it can increase interest in learning.

Teaching Speaking with Folklore

Cameron (2001) states that speaking is the use of language to indicate meaning to the others can make feeling. Also, Nunan (2003) states that speaking consists of making systematic verbal expressions to bring sense. Teaching speaking is a challenging responsibility as there are many problems related to everyday practice (Cahyono, 2010). Teaching speaking English can be done by folklore. Otten (2002: 1), folklore is able to be a means to bring children gradually to form the character traits and citizenship attitudes that everyone is proud to acknowledge. Mayer (2001) said that successful learning requires students to perform five actions, with direct implications for the design of effective multimedia instruction:

- a. Select relevant words from the presented text or narration.
- b. Select relevant images from the presented illustrations.
- c. Organize the selected words into a coherent verbal representation.
- d. Organize selected images into a coherent visual representation.
- e. Integrate the visual and verbal representations with prior knowledge.

Previous Related Study

There have been several previous studies using folklore as a tool to improve English language skills. Here are two reviews of previous studies. Cut Irmayunda et al (2020) conducted a research entitled The Use of Animation Videos to Improve Students'

Speaking Skill. The purpose of this research is to investigate whether the use of animated video improves students' speaking skills compared to second grade students in SMP Negeri 16 Banda Aceh. The method of this research was a quantitative research (experimental study) by designing pre-test and post-test of the group. The sample for this study was a VIII1 class consisting of 30 students. The researchers used a simple random sample to determine the sample. Researchers used oral exams to collect data about dialogue with partners (phrases used to invite someone). When analyzing the data, researchers used statistical formulas to measure the data. According to the calculation results, the average pre-test score for students was 21, and the average post-test score was 41. In that case, the tscore was 4.89 and the table was 2.045. You can see that tscore was higher than ttable. Finally, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. As a result, using animated videos while learning English will improve students' language skills.

Mutiarani and Irpan Ali Rahman (2019) also wrote an article on the study of Indonesian Folklore Animation as English Learning Media and Students' character education for Primary School. In the era of Industrial Revolution 4.0, we use animated materials as an alternative solution to the problems of the era of integrating technological advances into the learning process. This study used technical and qualitative research methods to study the English version of Indonesian folklore. Study results: 1). Indonesian folk animation is expected to be able to teach English skills such as vocabulary, structure, listening and speaking skills. 2) It is expected to be a means to introduce the value of local wisdom to children and to educate characters. Indonesian folk animation is expected to not only deliver folk content of noble value to students, but also provide a more meaningful English learning experience.

These two studies are very different from the current study. This study was conducted at Universitas Victory Sorong, especially those who have just graduated from high school and have decided to take with 25 students. The purpose of this study is to improve English speaking skill at first semester at English Club. The biggest problem with this class is that the students do not have the courage to speak English. Students also tend to be less interested in exploring content using stories from elsewhere. There are two instruments are used: (1) observation and (2) tests. This expedition is a classroom practice exploration that consists of eight meetings over two cycles.

METHOD

Design and Samples

The study at English Club of the English Education and Study Program used Classroom Action Research (CAR) with two cycles with Kemmis and Taggart (1988):

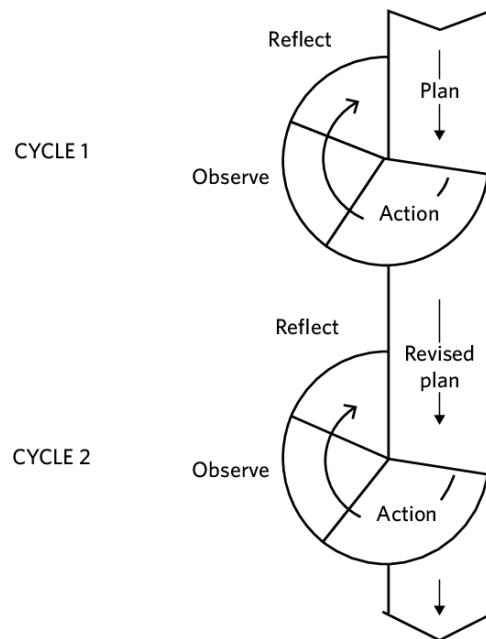


Figure 1. Classroom Action Research Cycles

The study was conducted on English club participants with a total of 25 students in the first semester. There are several steps in this study, namely planning, action, observation, and reflection. At the planning stage, researcher creates lesson plans and learning materials, or animated videos. At the acting stage, the teacher is the main instrument in which the teacher treats the student with folklore animation. At the evaluation stage, the researcher as a teaching lecturer at the English Club conducted an assessment of the data that had been collected. The researcher then determines the final result of the test, regardless of whether the test is successful or not. Reflection is the final stage in which researcher look back at the results of the measures taken. This stage will also determine whether the first cycle has been able to answer the research, or whether it needs to be continued in the next cycle.

Instrument and Procedure

In this study, researchers used test and observation sheets to collect research data. This test aims to measure student learning outcomes using folklore animation. Observations are made to observe the implementation of activities and changes in student attitudes. Researchers wrote down an observation sheet to record changes in students after treatment. In the test, researchers used a rating sheet filled with speaking components as a measure following the score. Multiply each value obtained by 4 to get a maximum of 100, as shown in the table below (Uktolseja, 2019):

Table 1. Value Indicator for Speaking Assessment

No	Speaking Components	Points	Indicator
1.	Pronunciation	5	a. Can pronounce correctly & articulate clearly
		4	b. Mostly correct pronunciation & clear articulation
		3	c. Largely correct pronunciation & clear articulation except occasional errors
		2	d. Frequently unintelligible articulations
		1	e. Insufficient accuracy in pronunciation; many grammatically errors
2.	Grammar	5	a. Students make a few noticeable errors of grammar word order.
		4	b. Students occasionally make grammatical or word errors
		3	c. Students make frequent errors of grammar and word order
		2	d. Students have grammar and word errors make comprehension difficult.
		1	e. Students have errors in grammar and word order so severe as to make speech
3.	Vocabulary	5	a. Students' use of vocabulary and idioms is virtually that of native speaker.
		4	b. Sometimes, students use inappropriate terms or must rephrase ideas
		3	c. Students frequently are wrong words conversation somewhat limited
		2	d. Students misuse of word and very limited vocabulary
		1	e. Students have limitation vocabulary so extreme as to make conversation
4.	Comprehension	5	a. Students have speech as fluent and effortless as that native speaker.
		4	b. Students have speed of speech seems to be affected by language problems.
		3	c. Students have speed and fluently rather strongly.
		2	d. Students usually hesitant often force in to silence by language limitation.
		1	e. Students have speech is as halting and fragmentary as to make conversation
5.	Fluency	5	a. Students appear to understand everything without difficult.
		4	b. Students understand nearly everything at normal speed
		3	c. Students understand most what is said at slower than normal speed
		2	d. Students have great difficulty following what is said
		1	e. Students cannot say to understand even simple conversational English.

Data Analysis

In this data analysis, researcher analyzed data based on two methods: observation and testing. Observations answered research questions about how changes occur in students after treatment, and the test answered what percentage of this change. The pattern of this measurement is as follows (Uktolseja, 2019):

$$P = F/N \times 100\%$$

- P : Percentage of students' level in English speaking skill
F : Frequency of students' level in English speaking skill
N : Total of students

Table 2. The Category of Speaking Skill

No.	Category	Range Value
1.	Very Good	85-100
2.	Well	70-84
3.	Enough	55-69
4.	Less	0 – 54

RESULT AND DISUSSION

Observation

The results of this study were obtained from tests and observations conducted on 25 students in the English Club, English Education Study Program at Universitas Victory Sorong. Researcher has performed a previous observation process on the subject of study. These observations are related to the teaching skills used by the teacher and how the study participants perceive the lesson. This is necessary to understand the environment in

which researcher must apply the technology. Consistent with these observations, the researchers concluded that the techniques used by teacher, namely conversation and language, were almost the same. It turned out that not all students are interested in these types of teaching techniques. Researchers also enjoyed animation-based videos of Tambrauw Regency, so students found that they were very attracted to things like tradition.



Figure 2. The Folklore based Animation Video

Based on these observations, the researcher can also develop a research plan presented during the cycle. After the cycle, the researchers found that the students were happy and interested. They all have higher scores than before.

Cycle 1

Two cycles run over eight meetings. Every Saturday, there are activities especially for participants after the first semester. Learning is done according to the levels described in the Research Method section. Before starting the first cycle, researchers conducted a brief speaking test, watched a movie on Lake Toba, and conveyed the moral message of the story. Based on pre-tests, it was found that the students lacked skills. Researchers saw that they did not really interested about the story because they had heard it since childhood. Moreover, they cannot make good simple sentences. Guidance is needed. Researchers were preparing to develop a lesson plan to start the first cycle. This first cycle ran in four sessions. Twenty-five students from the previous first semester used is a folklore-based animated video from Papua.

At the first meeting, researchers shared the text of the Tambrauw story. They were asked to read the story and gave their opinion about the story. Some students are good at it, but many others are not. At the second meeting, the students were asked to answer some questions. At the third meeting, the teacher played a story without video, the students were listened. At the fourth meeting, they were asked to tell the story again. Based on the results of the first cycle, researchers found that only 4 students achieved **very good**. There are 5 students have **good**, then 6 have **enough**, and 10 have **less**. The dominance of values in cycle 1 is 10 students with **less**. Researchers still consider that the value

achieved by students was not maximum. So the researchers decided to carry out a second cycle. The cycle percentage is shown in below:

Table 3. Recapitulation of Cycle 1

No.	Category	Range Value	Frequency	Percentage (%)
1.	Very Good	85-100	4	16
2.	Well	70-84	5	20
3.	Enough	55-69	6	24
4.	Less	0 – 54	10	40
Total			25	100



Figure 3. The Percentage of Cycle 1

Cycle 2

Cycle 2 applies to the same class in four meetings. The researchers created a lesson plan based on the results of the first cycle. Researchers felt that students could get good results, but they were not brave enough. Then, at the first meeting, researchers invited students to watch folklore-based animated videos with subtitles. Then the teacher read the story aloud. At the first meeting in Cycle 2, students learn to read aloud and read a story to ensure pronunciation. Then, students watched the video again without subtitles. They were asked to tell a story message. At the third meeting, students answered questions about the story to better understand. At the fourth meeting, students were taught to tell a story by gesturing. Then they were tested to tell story at a time in front of the class. Based on the results of the first cycle, researchers found that 13 students performed **very good**, 8 students performed **well**, and 4 students performed **enough**, No one got **less**. The dominance value in Cycle 2 is very good and well performance. The percentage for cycle 2 is shown in Figure 4.

Table 4. Recapitulation of Cycle 2

No.	Category	Range Value	Frequency	Percentage (%)
1.	Very Good	85-100	13	52
2.	Well	70-84	8	32
3.	Enough	55-69	4	16
4.	Less	0 – 54	0	0
Total			25	100

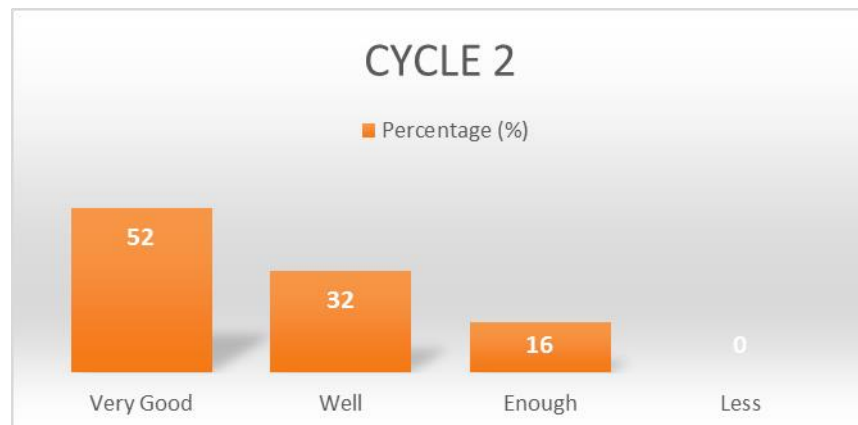


Figure 4. The Percentage of Cycle 2

The Effectiveness of Research

There is a huge change compared to the very good value of 36% in cycle 1 and 84% in cycle 2. Figure 5 shows a comparison of cycles 1 and 2.

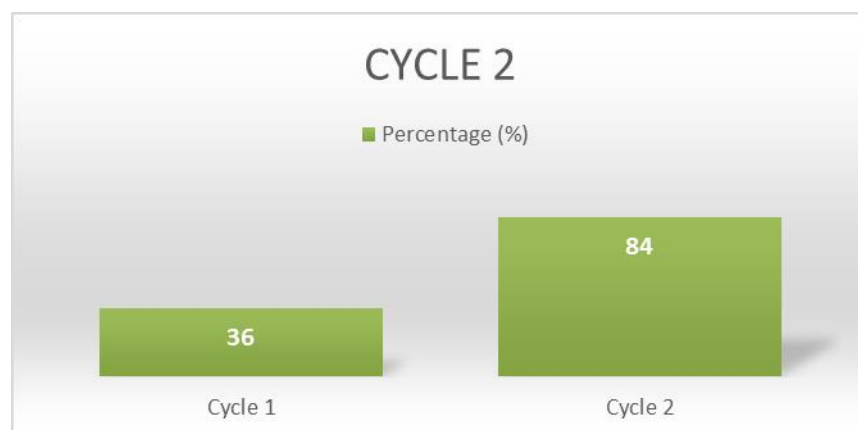


Figure 5. The Comparison of Cycle 1 and 2

CONCLUSION

The purpose of this paper was to explain to readers an introduction to folklore in teaching speaking skills. The results of the study showed that: (1) Based on observations, students will become more interested and confident in speaking English. (2) Based on the test, there is a very large change in the positive direction compared to a very good value of 36% in cycle 1, but in cycle 2 it is 84%, an increase of 48%. This folklore-based animated video worked well and met the needs of students in the first semester of the English Club. This situation could happen because the students are so attached to the story. They are interested because it is part of their culture. In addition, teachers need to observe as a moderator in the student's class, understand the needs of the student, and enable the teacher to apply the appropriate skills.

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