

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole process of the research. In detail, this chapter discusses the research background, research questions, research objectives, research significances, rationale, hypothesis, and research methodology.

A. Background of Research

Why do many people think that speaking difficult to learn? In learning speaking, students might face some difficulties or problems such as self-confidence, fear, and vocabulary mastery. Thornbury (2006) explains that “a learner-speaker faces two main difficulties in mastering speaking skill which are knowledge and skill factors that can affect other factors including self-confidence and self-consciousness.”

The way a teacher teaches influences students' enthusiasm in acquiring speaking skills. It is frequently found that most teachers only use a whiteboard and a marker to teach speaking skill. In this case, students are asked to speak what the teacher write and repeat it. The use of this media is not able to effectively stimulate students to speak English. This problem is faced by the students in one of junior high school. Moreover, it can be identified from the students' low interest and participation. Regarding the problem explained, a teacher should be creative and effective to deliver the materials to build students' enthusiasm in

speaking lesson. In order to establish an exciting learning environment, a teacher should provide an interesting and fun media for students.

Video as an instructional media can be employed in English learning activities. According to Khan (2005), “visuality of movies can facilitate comprehension for the language learners in an ideal visual context which makes it an effective language-teaching tool.” Moreover, Harmer (2001) claims that “video offers foreign language learners a chance to improve their ability to understand comprehension input since it gives more detail on the facial expression, intonation, and physical movements related to the material.” As a solution, animation videos are taken as the media to improve students’ speaking ability.

“The main advantage of using animation video is that animations can help learners come to understand complex and ideas more easily” (Ainsworth, 2008). Also, it provides a realistic view of the language and culture into the reality of students. Other benefits are stated by Subramanyan (2016). First, animation videos are more visual than text. Parkinson states in Sibley’s web page (2012) that “90% of information transmitted to the brain is visual and visuals are processed 60.000 times faster in the brain than text. Second, animation videos are psychologically appealing. One of our earliest memories, as kids growing up, is watching cartoons. They are so captivating because they are fun, engaging, and most of all colorful. It will guide students to tell again the story. Furthermore, students will be motivated to improve their speaking ability through animation videos. Nicola Davies in Creative Bloq Staff’s web page (2013) asserts that, “if

you want people to emotionally connect with your content, animation video is an investment worth making.”

There are some previous research relating to the use of animation videos in educational context. First, a study conducted by Hanifah Khalidiyah (2015) shows most students gave positive responses toward the use of animation videos. It improves their reading comprehension, motivates them, stimulates their interest and increases their curiosity. Second, research from Ika Devi (2012) shows that animation videos could improve the students’ vocabulary mastery. Last, the study from Moulic (2012) shows positive result; the students’ effective listening skill improves by using animation films.

Until recently, there is no specific research on the use of animation video to improve speaking ability in using picture-cued task. Therefore, it is interesting to investigate whether or not the use of animation video can improve students’ speaking ability. To conclude, animation videos are taken as the teaching media to improve students’ speaking ability.

B. Research Questions

According to the background above, this research frames the following research questions to be investigated:

1. What is the students’ speaking ability before being exposed with animation videos?
2. What is the students’ speaking ability after being exposed with animation videos?

3. How significant is the improvement of students' speaking ability after being exposed with animation videos?

C. Research Objectives

Based on the questions above, the purposes of research are as follows:

1. To describe the students' speaking ability before being exposed with animation videos.
2. To describe the students' speaking ability after being exposed with animation videos.
3. To find out the improvement of students' speaking ability after being exposed with animation videos.

D. Significances of Research

The results of this study offer theoretical and practical significances. Theoretically, this study can add the current theory dealing with the implementation of multimedia teaching aids to improve the quality of speaking ability. The findings of the study may give information about the usefulness of applying animation videos as audio-visual teaching media in the language learning to improve students' speaking ability.

Practically, this study offers benefits to some parties. The result of the study gives new experience and knowledge for English teachers to be benefited from animation videos in improving the quality of students' speaking ability. Besides English teachers, this study can also be used for anyone who wishes to learn to speak English because it can be done outside the classroom. Furthermore, it motivates and encourages them to be involved more actively in

improving their speaking ability which is appropriate for classroom activities. Finally, the findings of this study can be used as a reference for further research of the relevant topic.

E. Rationale

Many experts propose definitions of speaking. Fulcher (2003) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Then, Linse (2005) states that speaking is equally important in young learners' language development. Moreover, Cameroon (2001) defines speaking as the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It can be concluded that speaking is an important ability in language to express meaning and it is learned through the process of socialization.

The video is a kind of audio-visual media. It can capture, record, process, store and transmit the movement. According to Riyana (2007),

Characteristics of the video must be considered in order to motivate students in learning through video. These characteristics are: clarity of message, stand-alone, user-friendly, content representation, visualization, using high resolution, can be used classically and individually.

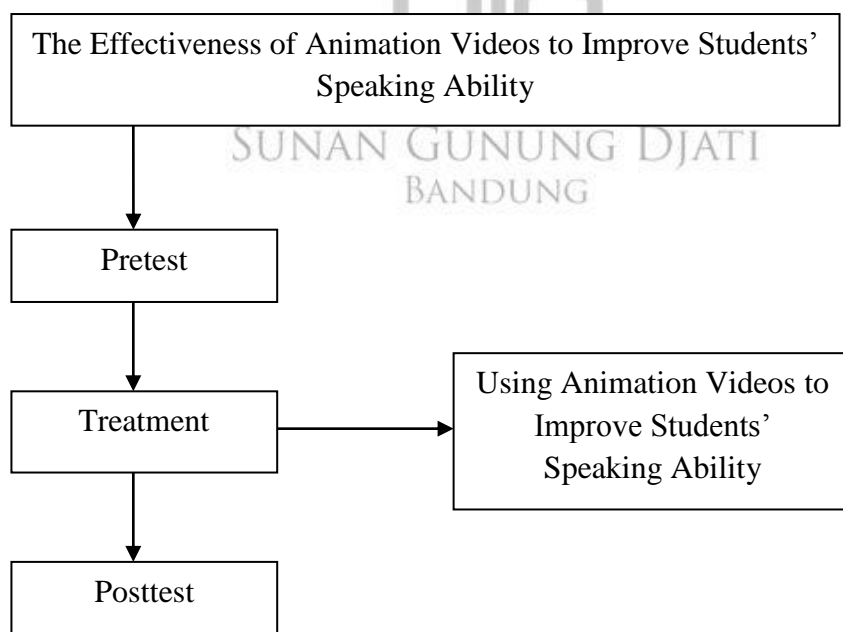
There are some definitions concerning animation videos. According to Heinich, Molenda, and Russell (1982), "animation is a technique in which the filmmaker gives motion to otherwise inanimate objects." Furthermore, Ainsworth (2008) stated that the main advantage of using animation videos is that it helps learners to understand complex ideas more easily. Animation videos as media are the teaching aids which consist of sounds for students to listen and visuals for

them to see. Also, it can be used in all instructional environments with classes, a small group, and the individual student.

Speaking is the process rather than just a product. The use of animation video in the process of speaking will be helpful in determining this product. It can stimulate and motivate them to speak. It is believed, then, that the use of animation videos in speaking classroom will give a positive contribution to students' speaking ability. Richards and Renandya (2000) claimed, "A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language."

To sum up, in finding out the effect of animation videos to improve students' speaking ability, the research framework is designed as follows:

Figure 1.1 Research Framework



F. Hypothesis

This study has two variables; using animation video as the independent variable and students' speaking ability as the dependent variable. The relation of the research hypothesis is proposed as follow: “The use of animation videos will improve students’ speaking ability.”

“There are two forms hypothesis in this research: null (H_0) and alternative (H_a)” (Creswell, 2012). If the hypothesis is written in a certain formula, it will appear as follows:

1. Null Hypothesis (H_0); there is no improvement of students’ speaking ability after being exposed with animation videos.
2. Alternative Hypothesis (H_a); there is an improvement of students’ speaking ability after being exposed with animation videos.

G. Research Methodology

This research is a quantitative research since it aims to explain how one variable affects another. In this case, the aim is to find out how animation videos affect students’ speaking ability. According to Creswell (2012),

The major characteristics of quantitative research among other things are investigating, a research problem by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and analyzing data, comparing groups, or relating variables using statistical analysis.

Hence, those steps are to accomplish this research.

1. Research Design

The study is conducted to find out whether the use of animation video is effective to improve students' speaking ability or not. It is conducted through a quantitative research. The reason comes from Creswell's statement, "in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable." (Cresswell, 2012).

The study employs the pre-experimental method. Its aim is to evaluate intervention but does not use randomization. The design of this research is one-group pretest-posttest design. According to Creswell (2014), this design includes a pretest measure followed by a treatment and a posttest for a single group. Thus, one class is taken for this experimental design.

2. Research Procedure

In this study, animation videos are used to improve students' speaking ability. According to Creswell (2012), there are five key steps in the process of quantitative data collection. The first step is selecting subjects for the research. In this study, a class of 8th grade students of SMPN 1 Cileunyi Bandung is taken as the research subjects. The study takes the 8D class.

The second step is deciding what type of data needed to be collected based on the research questions or hypotheses. As the research requires finding out the effect of using animation videos for improving speaking skills, the type of data collected is degrees of comparison test in the form of pretest and posttest.

Afterwards, the third step is selecting instruments that is used for the pretest and posttest. This research uses a picture-cued technique in administering pretest and posttest of students. Moreover, the results are scored by the appropriate speaking rubric which has been validated. It is important to consider reliability and validity of the rubric applied.

Finally, the last step is the actual process of collecting the data which needs to be standard and appropriate with the procedure of research design selected. Particularly, in this pre-experimental research, there are three steps of collecting data; administering pretest, implementing treatment, and administering posttest

The meeting schedule of the research at SMPN 1 Cileunyi is shown below:

Table 1.1 Research Schedule

| No. | Meeting | Activities | Target |
|-----|-------------------------|-----------------|---|
| 1. | 1 st Meeting | Giving Pretest | Class D of 8 th grade students |
| 2. | 2 nd Meeting | Treatment | Class D of 8 th grade students |
| 3. | 3 rd Meeting | Treatment | Class D of 8 th grade students |
| 4. | 4 th Meeting | Treatment | Class D of 8 th grade students |
| 5. | 5 th Meeting | Treatment | Class D of 8 th grade students |
| 6. | 6 th Meeting | Giving Posttest | Class D of 8 th grade students |

3. Research Subject

Creswell (2012) defines “Population as a group of individuals who has the same characteristics.” The research is conducted at the eighth Grade of SMP Negeri 1 Cileunyi. This school is chosen because of following reasons:

- a. The location of the subject is reachable for the researcher so it is easy to access the data sources.
- b. The subjects are familiar with the researcher so it is assumed that communication can be done effectively.

The study focuses on the eighth grade because they are in the beginner level of the English language learner.

a. Population

A population is a group of individuals who have the same characteristic (Creswell 2012). The population of this research is the 8th grade students of SMPN 1 Cileunyi Bandung. There are 198 students of seven classes and each class consists of 40-45 students.

b. Sample

“A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population” (Creswell 2012).

This research takes Class D as the sample. It consists of 40 students.

c. Sampling Technique

This research uses non-random sampling as a sampling technique. In non-random sampling, the sample class is based on the teacher’s recommendation about their learning in the classroom.

4. Research Instruments

a. Pretest and Posttest Instrument

The test used to collect the data of this research is a picture-cued test. Therefore, the instrument is a picture of classroom condition. The output will be in the form of spoken language. Moreover, the test is divided into pretest and posttest. According to Creswell (2012), a pretest is used to gain the information of students' knowledge or characteristics before using the variable whereas the posttest is designed to gain their improvement or change of speaking ability after using the variable.

b. Treatment Instrument

This research consists of four meetings for treatment. Students are given different animation videos in each meetings in order to stimulate them to speak in classroom, those are;

- 1) "Beauty and the Beast Full Movie - Fairy Tales With English Subtitles"
(source: <https://youtu.be/IMrMILXMUaQ>)
- 2) "Describing People - English Speaking Practice-ESL-EFL-ELL"
(source: <https://youtu.be/FRTWJwcyB60>)
- 3) "Describing Things - Intermediate English - Natural Conversation English"
(source: <https://youtu.be/Bn4IWDR1POs>)
- 4) "The Bear and two Friends - Aesop's Fables - Cartoon Story I Bedtime Stories - My Pingu Tv"
(source: <https://youtu.be/BDjCOU-Q094>)
- 5) "Describing Animals"
(source: <https://youtu.be/Og8wvVKnB7U>)

6) “In The City-Describing a City- English Speaking Practice - ESL - EFL” (source: <https://youtu.be/fcSMHh1xKCM>)

c. Assessment Instrument

The instrument for speaking rubric is modified from Harris (1969:84) and Walter Bartz (1983:150).

5. Techniques of Collecting Data

This study uses tests to collect the data to be analyzed. There are pretest and posttest to investigate the progress of students’ speaking ability using animation videos. This following is the processes of collecting data:

a. Pretest

According to Creswell (2012), pretest provides a measure of some attribute or characteristic that you access for participants in an experiment before they receive a treatment. The pretest is conducted in order to diagnose students’ current speaking ability before the treatment is applied. In the oral test, students are asked to describe the picture about classroom condition in spoken language.

b. Posttest

According to Creswell (2012), a posttest is a measure of some attribute or characteristic that is accessed for participants in an experiment after a treatment. Thus, it is a result after the students are given the treatment of teaching speaking using animation videos. The procedures of conducting posttest are similar to the pretest. The posttest is carried out to examine the

progress of students' speaking ability after being taught with animation videos.

6. Data Analysis

The data analysis is conducted after collecting pretest and posttest. In order to analyze the effectiveness of animation video in improving students' speaking ability, the process of data analysis involves several statistical processes as follows:

a. Testing the Normality

1) Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

$$R = H - L + 1$$

2) Calculating the class interval (K)

Formula:

$$K = 1 + (3, 3) \log n$$

3) Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

4) Making the table of distribution of frequency

a) Counting deviation standard

$$S = \sqrt{\frac{\sum f_i(X_i - \bar{X})^2}{(n-1)}}$$

With: $\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$

b) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

c) Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

d) Calculating normality test criteria

Normality test with determination:

1. The data is normal if $\chi^2_{count} < \chi^2_{table}$
2. The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

b. Hypothesis Test

Hypothesis test is used to find out the improvement of students' speaking ability as learning media. The hypothesis test is done by testing the statistical data. "If the data is distributed normally, so the parametric statistic test is conducted with the t-test." (Subana. et al., 2000)

$$t_{count} = \frac{M_d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Explanation:

M_d = the average of gain between the pretest and the posttest

d = the gain score of the posttest towards pretest of each object

n = number of subjects

The next step is determining the t_{table} score:

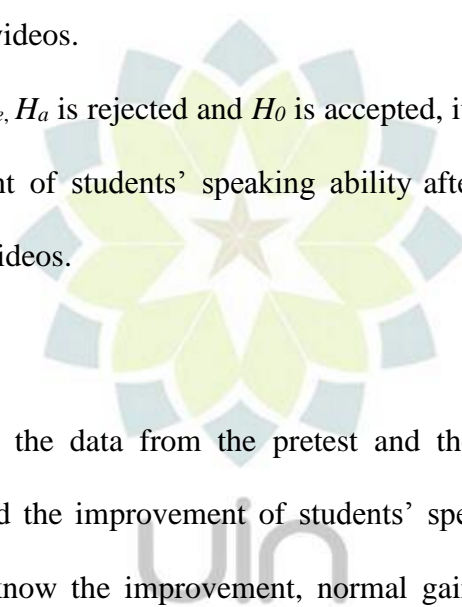
$$db = N - 1$$

Explanation:

- 1) If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is an improvement of students' speaking ability after being exposed with animation videos.
- 2) If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no improvement of students' speaking ability after being exposed with animation videos.

c. N-Gain

After acquiring the data from the pretest and the posttest, the data is analyzed to find the improvement of students' speaking ability after the treatment. To know the improvement, normal gain (d) is used with the formula:


$$d = \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}}$$

Normal gain score acquired by Arikunto (2010) is interpreted into the following table:

Table 1.2 Normal Gain Interpretation

| Score | Interpretation |
|-----------------------|----------------|
| $g > 0.7$ | High |
| $0.3 \leq g \leq 0.7$ | Medium |
| $g < 0.3$ | Low |

The measurement of the students' achievement that is suggested by Harris (1969: 134) is interpreted into the following table:

Table 1.3 Students' Achievement Interpretation

| Criteria of Mastery | Interpretation |
|---------------------|----------------|
| 91-100 | Excellent |
| 81-90 | Very Good |
| 71-80 | Good |
| 61-70 | Fair |
| 51-60 | Poor |
| Less than 50 | Very Poor |