THE USE OF ANIMATION VIDEO AS AN AUDIO-VISUAL MEDIA TO TEACH SPEAKING SKILL

Khumaidah Maskhuroh

Islamic Institute of Darussalam

khumaidahmaskhuroh@gmail.com

Abstract

The purpose of this study was to know the use of animation video in teaching speaking skill of tenth grade students study club at al-ma'muroh dormitory in academic year 2021/2022. media is play important role for the students. by using media, between the students and the teachers can be able to make interactive and communicative learning. English video can be used as real learning materials for specific in speaking skill because they contain conversations from people who are proficient in English, which may help to understand their pronunciation easily and get many vocab from there. This study used a Qualitative descriptive method, the data collection method used are observations, interviews, and documentation. researcher observe how the teaching and learning process uses video animation as an audio-visual medium in speaking lessons and the data validity test uses triangulation with sources.The result of this study, the mean score students tenth grade of of al-ma'muroh dormitory study club, speaking skill using animation video to increase students' interest in learning and add vocabulary they did not know so effectively. It can be said from students' responses showed when they are watching the video, interview with the english teacher and also the students' and also score teacher get from test.

Key Word: Speaking Skill, Animation Video.

INTRODUCTION:

English, which we know as a second language or the language usually studied by students**.** Many People from this around the world use English to communicate with people from every country in every aspect of life such as economy, education, international relationship, and soon English as a language in international communication is needed by many students' their thought and interact in a variety of situation. In Indonesia, the English language is a foreign language and is taught formally from elementary school up to the university level.

Speaking is one of the communication activities and what is called communication in modern times is very important, why is it important? because without communication, a person cannot develop his potential, both the potential to be rich, smart, advanced, connect friendships and others. In other words, communication is the only tool that can be used to interact with other people. Speaking has become a necessity, both professional demands, and daily activities as a social human being because writing alone is not strong enough to explain or explain words. There Communication very important because it can streng then the meaning of simple writing.

The researcher tried to do pre-research by doing observation in one dormitory that is specific to student's senior high school the department is language the name is Al-Ma'muroh Dormitory. Which is located in north female Darussalam Islamic Boarding School. it has three classes in there. It's ten, eleventh, and twelve class, from those all, the researcher also found essential problem as dominant problem of the students during the learning process of speaking. The teacher taught them by description picture to the students. And the teacher asked students to describe the picture as best they could, then the researcher observed it and looked for problems that existed in the student. Students are required to come forward one by one to describe the picture. It turns out that their business is still difficult to deliver their ideas.By knowing some essential problems and difficulties Ideal

English classroom should be enjoyable and the learning method should be fun, so students' fell enjoy during teaching-learning process.

The development of technology is become an absolute condition whom we cannot be able to reject it. In educational system, media is play important role for the students. Media will close classical teaching system where teacher is centered-learning. by using media, between the students and the teachers can be able to make interactive and communicative learning. English movies or video can be used as real learning materials for specific in speaking skill because they contain conversations from people who are proficient in English, which may help to understand their pronunciation more easily. English video ask students to listen more information. In other words, learners can listen to and see what is happening at the same time. They can improve listening and speaking skills, can expand their vocabulary, and can make their pronunciation and intonation better. She also said that using English movies in English class was one of the most meaningful experiences she had ever had.

Based on the explanation above, the researcher wants to know the use of animated videos in learning speaking skills.

The Research Problem

Research problem is a problem that is found when a teacher teaches the class. In this research problem, what problems are found in the class are described and how to find solutions to these problems. Based on the background of the research above, the research problem is "How the use of Animation Video in Teaching Speaking Skill of Tenth Grade Students at Al-Ma'muroh Dormitory Study Club in Academic Year 2021/2022?".

1.3 The objective of The Research

Based on the research problem, this research time "To Know The Use of Animation Video in Teaching Speaking Skill of Tenth Grade Students at Al-Ma'muroh Dormitory Study Club in Academic Year 2021/2022". Here the researcher will observe how the teaching and learning process uses video animation as an audio-visual medium in speaking lessons.

1.4 Significance of The Research

The result of the study is expected to be used theoretically and practically. The purpose of the theory is that the benefits of this research are only theoretical, different from the practice the researcher will immediately go into the field to find out the benefits of the research.

1. Theoretically
   a. For educational institutions, this research is expected to contribute ideas, knowledge, information, and at the same time references in the form of scientific reading
   b. Information to teachers about alternative English learning specifically in speaking skill.

2. Practically
   a. For the Teacher

   So with this research, the teacher can adopt the technique to be implemented in their speaking class. Because we know that learning to speak is a lesson that most students don't like because they think that learning to speak is very difficult both in terms of pronunciation, pronunciation, lack of vocabulary, etc. Therefore, the teacher must be really smart in choosing methods or media to make students interested in learning speaking.

   b. For the Students

   For the students themselves, they can Increase the students speaking comprehension and help the students in increasing their speaking skills. Not only that. The students can expect to have more attentions and interest in learning speaking because the students have an interesting way in learning and the students have a chance to practice their English skills.

   c. For the Researcher

For researchers, this research helps to contribute to further research and the researcher to help find out the best method for teaching speaking.

RELATED LITERATURE

The Definition of Speaking

Speaking is a complex skill because it is concerned with components of pronunciation, grammar, vocabulary, and fluency. Speaking is an act that is done naturally by people in their life.

Definition of Animation Video

Accordong to Dinda (2019) Video is a record of moving pictures or events containing sounds and music presented in some format data. it is used for entertainment, documentary purposes, and even to teach at school as learning media. a technique in the film maker gives motion to other wise inanimate objects. While students were watching the movie, directly they got some experiences from the video and it influenced their understanding and thinking English video had a big contribution to the students learning English, how the native speaker pronounced the words, how they mimic their faces, and, they will see how the native speaker use body language 25 when they are speaking.

Advantages and Disadvantages of Using animation Video

According to Oddone in sapee (2020) the advantages of using videos in the language classroom are:

1. They provide instances of authentic language and can be fully exploited with the teacher's control.

2. Videos give access to things, places, people's behaviour and events Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things".

3. Using video as a media in the language classroom has to be done by several researchers and as the research is done, there are some benefits that have been found out.

Arsyad in sapee(2020) The main disadvantages are cost, inconvenience, maintenance, and some cases, fear of technology. Some stage disadvantages of using video is:

1. Particularly, using film and video need much time and money.

2. When the video is being shown, the pictures are moving continuously that make some students cannot get the information from the film.

3. Film and video sometimes do not meet the need of the learning goal, unless the film and video are designed and produced specifically for certain need.

The Objective of Teaching by Using Animation Video

Video animation is also effective for teaching students because almost all children like animation. In the research, this is expected to prove new learning experiences and learning processes in class for both the teacher and the student.

The Technique of Teaching Speaking by Using Animation Video

Multimedia provides a fancy multi-sensory experience in exploring our world through the presentation of knowledge through text, graphics, images, audio, dan video. According to Cakir in sapee (2020) there are some practical techniques for video implication in the classroom, such as:

1. Active Viewing

   In the active viewing activity, the teacher shows the video and let the students watch it from the first to the end. This activity helps the teacher know how far the student's understanding of the video shown.

2. Freeze-Framing and Prediction

   Freeze framing and prediction activity, while the video is being played, the teacher stops the video which showing the pictures of characters, body language, facial expressions, emotions, reactions, and responses. This activity helps the students understand what expression should be shown when we say something in English especially.

3. Silent Viewing

   Silent viewing, the video is played with the sound off and lets the students guess what the characters are talking about. This activity needs the students to remember the dialogues in the video.

4. Sound On and Vision Off Activity

   The sound on and vision off activity, the students only can hear the dialogue but are unable to see the action. This activity helps the students to improve their listening skills.

5. Repetition and Role Play

   In repetition and role-play activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

6. Reproduction Activity Reproduction activity,

   the students are shown a section in the video and are asked to retell what is happening. This activity can improve the student's speaking skills.

7. Dubbing Activity In the dubbing activity,

   the students are asked to fill in the missing dialogues orally when the video is being played with the sound off.

8. Follow-up Activity Follow-up activity,

   the teacher make a discussion with the students about the content of the video in order for the students to understand what is the

video about. Applying those techniques will help the teachers enable to teach English by using animation videos easily.

The Role of Animation Video for Teaching Speaking

The use of teaching media in the classroom should be prepared well by the teacher. Hanifah Khalidiyah in her journal suggested some procedures in applying video or audio-visual media in teaching English.

a. Preparing Yourself

The first thing to do by the teacher before showing the video to students is previewing the video and make some notes about the content of the video. A teacher may invite some students to preview the video and see their point of view about it.

b. Preparing the Environment

After preparing the video, the next thing to do is arranging the classroom to be as comfortable as possible. The technical equipment such as a speaker and a laptop/computer should be located appropriately so that students can get a good view while watching the video.

c. Preparing the Students'

When students watch the video, the teacher should help them to understand why they must watch the video and tell what they can get by watching it. A teacher can also ask the students to discuss the content of the video then relate to what they know and they do not know.

d. Showing the video

While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of the video.

e. Carrying Out the Follow-up

After showing the video, the teacher asks the students about the content of the video to know their opinion about the video. They can also discuss the video with their classmates. The follow up is necessary to detect misunderstanding they may have. A teacher can give a repetition show if needed to clear up any confusion.

RESEARCH METHODOLOGY

In conducting the research, Al-Ma'muroh Dormitory is a centered language dormitory at Darussalam Islamic Boarding School for female located in Blokagung village, Tegalsari, Banyuwangi, east of java. It has 3 classes it's tenth, eleventh, and twelve class. The researcher also took information from the speaking tutor in the tenth grade study club Al-Ma'muroh dormitory class. This research was conducted by seeing complex difficulties of students in gaining completed value of speaking skill, which is proved by less ability in having completed English speaking skills in learning activities. the primary data used were direct interviews and observation with the English teacher who taught in the class. In this study, primary data is data obtained through direct observation of teaching and learning activities of students in the tenth-class Al-Ma'muroh dormitory study club north female of Darussalam. In this research the researcher get data from the score of the students' after teacher aplication this media in teaching learning.

RESEARCH FINDING AND DISCUSSION

Research Finding

Description of the Results of Observation

From the interview wint the english teacher, researcher found some problem in that class The teacher taught them by description picture to the students. And the teacher asked students to describe the picture as best they could, then the researcher observed it and looked for problems that existed in

the student. Students are required to come forward one by one to describe the picture. It turns out that their business is still difficult to deliver their ideas

In this section, the researcher presents the findings of the use of animation video throug observation and its use through interviews conducted by researchers with 16 students in language department at al-ma'muroh dormitory study club. In this presentation data, the data presented are those which had been gotten from interviews with the English teacher and the students of tenth grade. Based on that, observation and documentation were also completed the data. The documentation was used to get data about the Al-Ma'muroh dormitory such as the history of the dorm, and the functionary of the dorm. Meanwhile, the interview was used to get data about the teaching-learning process through animation videos, the problem faced by students, and the solution taken by the teacher to solve those problems. In this section, the researcher presents the data based on the research question.

Discussion

Teaching Speaking

Learning strategies in the class, learning methodologies, and so on. based on the analysis, method for teaching the speaking using audio-lingual method and discussion. Teacher provide real world simulation by using videos and asking students to present their arguments simulation by using media also the teacher teach them about the The teacher opening, absent, ask for the condition of students, and the teacher explain about the material, after that the teacher give an animation video about Spongebob

then them to think about the content of the video, and then they discussed with her group to understand Spongeboob's story. After discussion, students are expected to come forward to present the result of the discussion and retail in their language. then, the teacher evaluates the result of all groups and also the teacher teaches them about the correct pronunciation in the video. The next, setting can be discussion, the students shared their ideas and they were asked to argue with her friends. They asked her friends because it was the main time and they seemed confused. They write and open the dictionary to look for vocabulary that they don't know. And the last of learning and teaching is evaluation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis, the researcher took the conclusion teaching speaking skill using animation video to increase students' interest in learning and add vocabulary they did not know. the students should be able to understand the content of video. Based on the finding and discussion, it can be seen:

Based on the description that has been conclusion of this paper are:

1. Animation video is an effective media to teaching english lesson spesificly in speaking skill.

2. By watching animation video the students' got many vocab that them don't know well about the write and pronounciation.

3. By watching animation video them can improve their speaking and confidence to speak up

Suggestion

Several suggestions are recommended for college students and teachers, for students, hopefully they can improve what they have learned from the teacher or from other media.

REFRENCES

Ayufitri.*Penggunaan media audio-visual dalampembelajarananakusiadini*. Publish. Journal.UPI.

Arikunto, suharismi.(2014). *Research procedur*. Jakarta: rinekacipta.

Arief S Sadiman, dkk. 2006. *Media Pendidikan*. Jakarta: PT Raja GrafindoPersada.

Arsyad, Azhar. 2011. *Media Pembelajaran.* Jakarta: PT. Raja GrafindoPersada.

Brown.H.Daunglas.2001.*Teaching by principle: an interactive approach to language pedagogy*. new York. Longman.

DimyatidanMudjiono. 2006. *BelajardanPembelajaran.* Jakarta: PT RinekeCipta

Dinda Nabila Junita(2019*).The Impact Of Using English Animation Video On Students' Speaking Ability*.Unpublish.Thesis S-1: Syarif Hidayatullah State Islamic University. Jakarta.

Ferykurniawan, *the use audio-visual media in teaching speaking*. Publish. University of kuala. Banda Aceh.

Harner,Jeremy. *The practice of English language teaching*. Harlow, united kingdom: pearson education limited, 4th ed, 2007.

Hornoby.AS. *Oxford advance learner's dictionary of correcnt English*. London: oxford university press.

Hornoby, AS. (2000) *Advance learner's dictionary.* New York: Cambridge university press.

Harsono, 2008.*PengelolaanPerguruanTinggi*.Yogyakarta: PustakaPelajar

JohnW.Cresswell.(2016). *Research design approach to Qualitatuve, Quantitative, and mix method*, Jakarta: Rajawali pers.

Kerlinger,F.N.(1996).*Asas-Asas Penelitian Behavioral.Yogyakarta*: Universitas Gadjah Mada.

Khalidiyah Hanifah, The Use Of Animated Video In Improving Students' Reading Skill, Journal of English and Education 2015

Meleong,lexy.2017. *methodology penelitian kualitatif*. Bandung PT Remaja Rosda Karya.

Miles, Huberman. 2007. *Analisis Data Kualitatif (alih Bahasa Tjetjep Rohendi Rohidi).*Jakarta: Universitas Indonesia-Pres.

MayangAyuSunami(journal 2021) *the effect of using zoom meeting-based animated video learning media on the interests and science results of elementary school students*.publish. Universitas Muhammadiyah Prof. DrHamka. Indonesia

Nunan, diani(1998).*Language teaching methodology prentice hall international*. Great Britain.

Nasution.S. (2008).*Research method*.jakarta: PT BumiAksara.

Oxford Advanced Learner's Dictionary, 1995, Fifth Edition, Oxford University Press, New York.

PipitRahayu(Journal2010*).Student's Speaking Throught Animation Vid*eo. Publish.PasirPengaraianUniversity.Riau.

Sudarman denim. 2010. *Propesionalisasidanetikaprofesi guru*. Alvabetabandung.

SatrianiSappe(2020).*The Use Of Animation Video To Improve The Students Speaking Skill*. Unpublish. Makassar MuhammadiyahUniversity.Makasar.