

**THE USE OF ANIMATION VIDEO IN TEACHING SPEAKING SKILL
AT THE TENTH GRADE STUDENTS' OF AL-MA'MUROH
DORMITORY STUDY CLUB IN ACADEMIC YEAR 2021/2022.**

THESIS



BY

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

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THESIS

Presented To The Faculty Of Education And Teaching Training
in a Partial Fulfillment of The Requirement for The Degree of Strata 1
in English Education Department

BY

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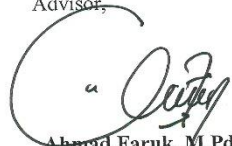
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ADVISOR APPROVAL SHEET

This is to certify that the thesis of **Khumaidah Maskuroh** has been approved by the advisor for further approval by the board of examiners.

Banyuwangi, Juni 05th 2022

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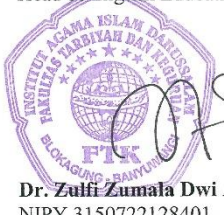

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ABSTRACT

Maskhuroh, Khumaidah. 2022. *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*". Advisor: Ahmad Faruk, M.Pd

KeyWord: Speaking Skill, Animation Video.

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.

ABSTRAK

Maskhuroh, Khumaidah. 2022. Pemanfaatan Video Animasi di pengajaran Keterampilan Berbicara Siswa Kelas X Study Club Asrama Al-Ma'muroh Tahun Pelajaran 2021/2022". Pembimbing : Ahmad Faruk, M.Pd

Kata Kunci: Keterampilan Berbicara, dan Video Animasi.

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan video animasi dalam pembelajaran keterampilan berbicara siswa kelas sepuluh di asrama al-ma'muroh tahun ajaran 2021/2022. media memegang peranan penting bagi siswa. dengan menggunakan media, antara siswa dan guru dapat melakukan pembelajaran yang interaktif dan komunikatif. Video bahasa Inggris dapat digunakan sebagai bahan pembelajaran nyata untuk keterampilan berbicara tertentu karena berisi percakapan dari orang-orang yang mahir berbahasa Inggris, yang dapat membantu untuk memahami pengucapan mereka dengan mudah dan mendapatkan banyak vocab dari sana.

Penelitian ini menggunakan metode deskriptif kualitatif, metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Peneliti mengamati bagaimana proses belajar mengajar menggunakan video animasi sebagai media audio visual dalam pembelajaran berbicara dan uji validitas data menggunakan triangulasi sumber.

Hasil dari penelitian ini adalah nilai rata-rata siswa kelas sepuluh klub belajar asrama al-ma'muroh, keterampilan berbicara menggunakan video animasi untuk meningkatkan minat belajar siswa dan menambah kosa kata yang belum mereka ketahui itu sangat efektif. Bisa dikatakan seperti itu karena melihat respon mereka ketika menonton video, beberapa wawancara dari guru dan murid, dan juga nilai yang di dapatkan oleh guru ketika melakukan test kepada mereka.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, with every difficulty there is an ease”

(Q.S. Al-Insyiroh.06)

DEDICATION

this thesis is especially to:

The one and nomor one in my life its **My Father And My Mother** who have gime me support and praying for me . you're my inspiration to do the best in my life.

To my **Brother** who have be good listener for my poblem and good solution to all my problem thank's for all.

To all my friends' **TBIG'18 FAMILY** supporting this thesis.

ACKNOWLEDGEMENT

All praise to Allah who has giving us some merce and blessings. By the grace of Allah SWT, I can finish This “thesis” after a long effort of writing. Also would never been complete without any help from people, I would like to express my deepest gratitude to all of them.

The gratitude appratiation are addressed to:

1. H. Ahmad Munib Syafa’at, Lc., M.E.I. The Rector of Islamic Institute of Darussalam.
2. Siti Aimah, S.Pd.I.,M.Si. Dean of the Faculty of Edutation and Teacher Training.
3. Dr. Hj. Zulfi Zumala Dwi Andriani.M.A. Head of Undergraduate Program In English Education Departement.
4. Ahmad Faruk, M.Pd. as my advisor who has given me sincere advice and available guidance during the preparation and completion of this thesis.
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I do expect this Thesis gives advantages to the world of education. Hopefully, my god blesses those mentioned above for all their sacrifices and effort that will be valuable and benficial for them to get successful in the future life. Aamiin.

Blokagung,

Khumaidah Maskhuroh

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CHAPTER I

INTRODUCTION

This chapter describes some issues related to this study, such as the background of the study, research problem, research objective, Research Significance, Research Scope and Limitation, and The Definition of Key terms.

1.1 Background of The Study

language is the essence of everything. If we don't know someone's language, there will be a misunderstanding with the other person or even start a war between the two. The language was taught by practicing basic structures in meaningful situation-based activities. Language teaching on communicative proficiency rather than on mere mastery of structures. In other definitions, language is a form and not a language that may be formed and no matter or a system of arbitrary sound emblems, or also a system of many systems, a system of a setting or an order in the system.

Especially 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 studentsstudentsver 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. As a second language,

English mastery is becoming increasingly important so that Indonesian's can compete in the Indonesians' balization that is marked by the advancement of science and technology.

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.

Speaking is like the first assessment for each learner who is studying English and each learner has to speak. For many students speaking English is not an easy thing, this difficulty is caused by several factors such as lack of vocabulary and practice. Its success is measured in terms of the ability to carry out a conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information. based on the explanation above, English instructors must have hard responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning English. The instructors must be able to arrange their assignments effectively. They are demanded to motivate the students in order to learning English well.

English can be used to make explanations, analyze situations or discuss something. English as a language in international communication is clearly needed by many students to deliver their thoughts and interact in a variety of situations. In Indonesia, English is a foreign language and is taught formally from elementary school up to the university level. In learning English, there are four skills to be learned, namely: speaking, listening, reading, and writing, all of which are very influential on learning English. In this case, the researcher chooses the speaking skill because most people will be said to be able to speak English when they can express it in spoken language. Therefore, speaking is an English skill that must be improved. According to Tarigan (2013:16) speaking skills are the ability to say words to express, state, and convey thoughts, ideas, and feelings as we know. Actually, all of the English skills and elements are important, but speaking skill is the most important skill that should be mastered by English learners. Speaking ability is able to describe how far the language learner has mastered about language.

The use of media or assistive devices is recognized by many educational practices, especially in improving student achievement. But in reality, not many teachers use it, even the use of the monotonous lecture method is still quite popular among teachers in the learning process. The limitations of learning media on the one hand and the weak ability of teachers to create these media on the other hand make the application of the lecture method increasingly mushrooming. The limited learning technology tools used in the classroom are thought to be one of the reasons for the weak quality of education in general.

This condition is far from favorable. Based on this understanding, the teacher is not understood as the only source of learning, but with his position as a learning activist role he must also be able to create other learning resources so as to create a conducive learning environment.

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. Moreover for speaking skills, because it is belonging to productive skill which need many aspects to support and improve from these reasons, the English teacher must leave the traditional method and give fun method in teaching vocabulary to interest students' motivation like the use animation video. by watching this video, student will be easy to get new vocabulary.

Video is storage of picture and sound information system and also where the audio-visual signal is not only recorded on magnetic tape but also on disk. The use of video movies can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students in learning a new language. It can also help the students, introduces new vocabularies, retain information, grammar, messages, and entertainment at the same time. In conclusion, animation video is moving pictures like cartoon, films, images, etc. which are photographed and shown in a way that makes them move and appear to be alive. Some students incline to get easier understanding by audio as the source of learning, some of them will be focused on visual and some of them will be easy and fast in getting understanding by audio-visual.

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.

The major reason why the researcher conduct the research in this dormitory because Al-Ma'muroh is one of dormitory in Islamic Boarding School of Darussalam for pupils senior high school language department. In this study, the researcher conducted teaching tutors by an animation video. In his teaching, the Tutor uses an animated video from one of the famous animations, namely Spongebob Squarepants because he knows that Spongebob is an animation that is famous for them.

Based on this condition, the researcher conducted research using descriptive Qualitative methods. Furthermore, a research focuses on students entitled "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".

1.2The 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 title “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.

1.5 Scope and Limitation

In this study, the researcher only focused on the language students' fluency and accuracy in delivering their idea use, this research took place in al-ma'muroh dormitory study club than focus at the tenth grade of language department. The study was conducted for 3 days.

1.6 The Definition Of Key Term

a. Animation video

Animated video is a medium that displays learning material with additional audio and animation so that it attracts the attention of students

(Najma: journal). Or it can be said that video animation is a visual video that shows audio and visuals in the form of cartoons. In the animated video featuring materials that are not boring, and also introduced students to some English vocabularies, how to pronounce, and how to spell, how to give information. Animation video is a moving image that comes from a collection of various objects that are specially arranged so that they move according to a predetermined path at any given time. The objects in question are pictures of humans, text writing, pictures of animals, pictures of plants, buildings, and so on (<https://bieproduction.com>)

b. Speaking

Speaking is an interactive process to get meaning which covers producing, receiving and processing information. According to Harmer (1985, p.246), speaking is one of the productive skills. Speaking is a skill involving some kinds of products on the part of the language user. It can be defined that speaking is an ability to produce the language orally. Speaking is one of the basic language skills that must be given a special emphasis in the language classroom. In the language classroom, speaking should be taught interactively and communicatively. The teacher has to allow his or her students to interact with each other, and thus, to communicate or interact using the target language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature by Theoretical Speaking and Animation Video

2.1 The Previous Studies

There are several theses that are the same as those studied by the researcher, namely:

The first study conducted by Satriani(2020) entitled “The Use Of Animation Video To Improve The Students Speaking Skill Study at the Seventh Grade Students of SMPN 1 Sungguminasa, Gowa”. The result in this research, In her research aimed to find that if the application of animation video will give better result on students speaking skill, the result showed that animation video as media helpful teaching and learning process and made the students motivated, actively involved in speaking activity and showed that using videos in the teaching and learning of speaking was proved to improve the students speaking skills in two aspects: vocabulary, pronunciation. Pronunciation is increased from 59.9 the mean score of pre-test to 77.2, and vocabulary is increased from 61.25 to 77.95 in post-test. The similarity with this research is using animation video to improve speaking skill. The difference with this study in the specific of the research and object of the researcher.

The second study conducted by Dinda (2019) entitled “The Impact Of Using English Animation Video On Students’ Speaking Ability” showed that using English Animation video as a treatment was helpful and effective to improve students’ speaking ability because it can give the students view on how to interact in a conversation. Also, the use of animation video in the class can get enrich knowledge, vocabulary, grammar, pronunciation, and fluency. Using animation video as a treatment not only make students can listen to the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video. implementing English animation video as a treatment was 52.93, and the mean of score post-test after implementation was 73.2. As it is happened in control class taught without using English animation video as a treatment, the mean score of pre-test was 53.2, and the mean score of post-test was 60.8. The similarity with this research is using animation video to improve a speaking skill. The difference with this study in the specific of the research, object of the researcher, and research design.

Next, by Pipit (2010) entitled “Student’s Speaking Through Animation Video” The aim of this study to find out Animation movies in this paper is as a media that would be helpful teaching and learning process and made the students motivated and actively involved in speaking activity. Besides, after watching animation movie, students will be motivated in the learning process and it could minimized the students’ passiveness in the process of teaching

and learning to speak. The difference with the research of researchers is the method being studied.

Next, by Mayang (2021) entitle “The Effect of Using Zoom Meeting-Based Animated Video Learning Media on The Interests And Science Results of Elementary School Students’ ”. the aims of this study The use of animated video media for learning there is a significant difference between the use of animated video media and the learning media ordinary teachers use. The results of learning using animated video learning media improved very well than before while the use of media used by teachers of science learning scores remained the same as before because seen during the research students were less active compared to classes that used animated video learning media. The use of animated video media makes students' learning interests, from paying attention to a video and being active in the classroom then affect the science scores of students. The difference with this research is the method and the subject used.

2.2 Theoretical Speaking

A.The Definition of Speaking

Language is a tool which is used to communicate with other. One of the ways is speaking. Speaking here means individual's ability in expressing the idea. Speaking is an interactive process to get meaning which cover producing, receiving and processing information (pipit:journal). In addition speaking is the form of oral language that is inevitably use to communicate idea and feelings, no matter what language.

Therefore the writer can infer that speaking proficiency is the ability to perform linguistic knowledge in actual communication. The ability to express our idea, feeling, thought, need orally, communicate opinions, etc. by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stage Hornby (1998).

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. Sometimes they share their problem with someone they believe in. In addition, speaking is the process of building and sharing meaning through the use of verbal and non-verbal in a variety of contexts. Speaking is further defined as an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking defines as oral expression that involves not only the use of right patterns of rhythm and intonation, but also that of right words order to convey the right meaning. Speaking skills become an important aspect of language when studying the language especially English without practicing to speaking is useless. speaking in a second language has been considered the most challenging of four skills given the fact that it involves a complex process of constructing meaning. That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing

meaning, it covers almost all the language components. Through speaking someone can express their minds, ideas, and thoughts freely and spontaneously.

In global era speaking ability in English is useful in many situations and place, such as in the school, apply for a job, or when someone goes to other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world. The researcher can conclude that speaking is the ability to use the language in ordinary way by speech. It is not only matter of transferring some messages to other person but is communication, which needs more than one person to communicate with.

B. The Elements of Speaking

To maximize speaking opportunities and increase the changes that learners will experience in autonomous language Harmer (2003) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1). Language features

The elements necessary for spoken production, are the following:

(a). Connected Speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

(b). Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show other physical and non-verbal (paralinguistic) means of how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

(c). Lexis and Grammar

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

(d) Negotiation Language

Effective speaking benefits from the negotiator's language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2). Mental/Social Processing

The success of a speaker's productivity is also dependent upon the rapid processing skills that talking necessitates such as:

(a). Language Processing

Language processing involves the retrieval of words and their assembly into a syntactically and propositionally appropriate sequences.

(b). Interacting with Others

Effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do.

(c). Information Processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

C.Type of Speaking

There are two types of speaking: there are monologue and dialogue. The monologue is divided into two, those are planned monologue which usually has title redundancy such as speeches and other rewritten materials, and unplanned monologue which has redundancy such as impromptu lectures (Brown:2001). On other hand, dialogue is divided into two, interpersonal (to promote social relationships) and transactional (to convey the factual information). The dialogue which is occurred between the speaker and interlocutor is divide into familiar and unfamiliar. Dialogue between the familiar speaker and interlocutor will make the conversation with more assumptions, implications, and other meaning sheddin between the lines. Meanwhile, the conversation between unfamiliar interlocutors will present explicit meaning to avoid misunderstanding moments.

D. Characteristics of Speaking

Harmer (2001) presents some elements in spoken language. The first, is connected speech. It means that a good speaker not only can sound the individual word correctly but also should be able to connect the sound of the word. The second, is an expressive device. It means that speakers can use the pitch, and stress of particular parts of utterances in an appropriate way to show their feeling. The third, is lexis grammar. It means that the speaker should use the appropriate phrases depending on the language function such as job interview. Last is negotiation language. It means that the speaker can create effective speaking from negotiator language to get clarification and display the structure of our talking. The characteristic of speaking are significant to make good communication. It is necessary to convey the message or idea. In other words, it is important to consider speaking aspects in conducting communication with the other.

E. The Skill of Speaking

In speaking skills there is four skills for be good speaker (<http://english.binus.ac.id>) it is:

1. Grammar

Grammar is neglected, and people should concern about the sentence rules in grammar. Richards said, Grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. It means that grammar has a role in speaking but the teachers should not teach the grammar from the rules

but ontext. grammar is defined as the study of what forms or patterns are possible in language, and grammar is conventionally seen as the study of syntax and morphology. Meanwhile, Brown(2001) mentions that grammar is a system of rules governing the conventional arrangement and relationship of the word in a sentence. Thus, grammar is needed to make a good understanding and comprehension between speaker and listener.

However, most students are very easy to get confused with English grammar, while grammar is very needed to form the right sentence. If the students do not have grammar mastery, of course, they will not able to produce a sentences that are grammatically correct. Realized that the student's grammar mastery is very weak. In addition, they feel embarrassed when they want to produce English sentences orally.

2. Vocabulary

Vocabulary is also important when someone wants to convey his/her thoughts, feelings, or views to other people. thus, vocabulary is a part of the teacher's art and the students should see the word in use. Without the mastery of vocabulary, someone might face the obstacles to sharing his/her thoughts. Without extensive vocabulary and strategies for acquiring new vocabulary, students often achieve less than their potential and may discourage from making use of language opportunities around them.

Vocabulary is a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write. This definition means that vocabulary, like one of the language elements, is a useful means to facilitate and support the learners in learning the skill of the language, from that statement we can conclude that the appropriate way to develop the students speaking skill is made sure that the vocabulary used in the speaking topic is familiar for them.

3. Pronunciation

Students speaking ability deals with the pronunciation of the target language, based on Hornby (2000) pronunciation is how language is spoken. The students are required to perform good pronunciation to make the listener understand their utterances. Teaching pronunciation not only make the students aware of different sound feature but also improve their speaking because pronunciation can help the students to get over serious intelligibility problem in a particular case.

Further, they note that in pronunciation, the students are required to discriminate between sound, and a word spoken in isolation, and identify the stress word and intonation of each vocabulary. Therefore, to have good speaking it is necessary for students to master the pronunciation of the word and to identify the grammatical function of their utterances. Pronunciation is the speaker's way to express every single word in the correct language. Pronunciation is needed to make a good understanding between speaker and listener. Moreover, clear

pronunciation can express the speaker's ideas correctly and make the listener understand the ideas easily. Sometimes teaching-learning process only stressed in use of grammar or fluency without correcting the student's pronunciation. Some factors can be the reason for that situation, one of those factors is the teacher's effort to build student's confidentiality.

Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. fluency is also used as a criterion to measure one's speaking competence. Fluency refers to speaking easily and quickly as long as a speaking activity. According to Brown, fluency is the ability to speak spontaneously, and flow well, without having to stop and pause a lot to channel the speech on a more purposeful course. there are four features of pauses proposed by Thornberry, namely:

- a. Pauses may be long but not frequent.
- b. Pauses are usually filled.
- c. Pauses occur at meaningful transition points.
- d. There are long runs of syllables and words between pauses.

4. Fluency

Fluency in speaking ability can be developed by practicing the target language. As a result, they are easy to create ideas because they are accustomed to expressing something. Speaking is can be obtained

through their experience of practicing the target language. Therefore, the students are required to practice a lot in using the target language.

F. Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. Language learners need to recognize that speaking involves. According to Nunan (2013) teaching speaking is sometimes considered a simple process. Teaching speaking is started by teaching the students how to speak English as their foreign language, for then asking the students to be able to pronounce the new language accurately. at this point, the teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, the teacher should be able to encourage students to speak some sounds, repeat, and imitate the students. Finally, the students are required to be used to practice and do oral language. There are three areas of knowing knowledge are (pronunciation, grammar, and vocabulary). In the communication model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations.

Teaching speaking is sometimes considered a simple process by commercial language schools around the world, which hires people with no training to teach conversation. Although speaking is natural, speaking in a language other than our own is anything but simple. in

teaching speaking skills, the teacher is demanded to create activities and situations which encourage the students to speak freely, without being afraid and shy. The teacher must plan his teaching well before he starts teaching and learning speaking. a teacher needs to have techniques that are relevant to the student's interest to achieve the objectives of the teaching and learning of speaking.

However, speaking teaching is not easy. Some students are usually afraid to speak primarily in formal speaking such as Wallace speech, stariha, and Walberg in teaching speaking. The teacher can teach talk to students using media, one media uses audio-visual.

Not only can students also make a connection with others using visual aids but they can present what they are watching from the video.

G. Assessments of Speaking

Assessing speaking is challenging because there are so many factors that influence a teacher's impression of how well someone can speak a language. Five components are generally recognized in the analysis of speech processes that are pronunciation, grammar, vocabulary, fluency, and comprehension. The teacher or tutor take the criteria for speaking skill. Here the scoring rubric for the speaking skill can be seen in the tables below:

Table 2.1**Scoring Category Grammar**

No	Description
1	The grammatical errors are so severe that they are difficult to understand
2	Many grammatical errors hinder meaning and often rearrange sentences
3	Often makes grammatical errors that affect meaning.
4	Sometimes it makes meaning mistakes but doesn't affect the meaning.
5	No or few grammatical errors.

Table 2.2**Scoring Category Pronunciation**

No	Description
1	Serious pronunciation problem so incomprehensible
2	Difficult to understand because there are pronunciation problems, often asked to repeat.
3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings.
4	Easy to understand even with a certain accent
5	Easy to understand and has a native speaker accent

Table 2.3**Scoring Category Vocabulary**

No	Description
1	Vocabulary is so limited that conversation is impossible.
2	Using vocabulary incorrectly and limited vocabulary making it difficult to understand
3	Often uses inappropriate vocabulary, the conversation becomes limited due to limited vocabulary
4	Sometimes uses inappropriate vocabulary
5	Use native speakers' vocabulary and expressions.

Table 2.4**Scoring Category Fluency**

No	Description
1	Speech falters and stops making conversation impossible.
2	Often hesitates and stops because of language limitations.
3	Fluency is a bit disturbed by language problems
4	Fluency is somewhat compromised by language problems.
5	Easy to understand and has a native speaker accent

Table 2.5**Scoring Category Comprehension.**

No	Description
1	Can't understand even simple conversation
2	It's hard to follow what's being said.
3	Understands most of what is said when speech is slowed down a bit despite the repetition
4	Understand almost everything, although there is repetition in certain parts
5	Understand all without experiencing difficulties

2.3 Animation Video**A. Definition of Animation Video**

According 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 otherwise inanimate objects. Video is becoming a more and more popular tool in teaching English. According to sapee (2020) Watching movies is also a favorite activity that students like. It was fun for watching a video in the

class, so the classroom atmosphere was enjoyable and made them more ready to learn.

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 when they are speaking. Animation videos also introduced students to some English vocabulary, how to pronoun, and how to spell, how to give information. Moreover, it makes students focused on the material learning to the students understand and develop their ability to speak English well. This media is interesting to use by the teacher to teach the students to teach speaking by using animation video can improve the students' speaking skills.

B. Advantages and Disadvantages of Using animation Video

A. Advantages of Using animation Video

Video has the advantage of achieving important objects such as motivating students to interesting specific language points or another aspect of communication, as the research that done by Dea Aprilia Haryanto(2015) The main advantage of using animation videos is that animations can help learners come to understand, the advantages of using animation video in language classroom are making the students easier and interesting in learning and the second is that the use of video

animation can give the students view on how to interact in a conversation and give advice how to live better. Other advantages are animation videos can get enrich knowledge, vocabulary, grammar, and pronunciation. 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.

B. Disadvantages by Using Animation Video

It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. According 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.

D. The Objective of Teaching by Using Animation Video

Video is one of the learning tools for children, whether it be animation or something else. Someone will definitely be interested if learning uses an interesting method like this video. Video technology is believed to be very suitable for learning problem-based because it can convey settings, character, and action interesting way and can be complex and interconnected with the problem.

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

E. 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, and 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.

One among explanations about animations found so widely that people believe that animations can help learners come to understand complex ideas more easily. It is concluded that animations will be utilized in teaching.

F. 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.

d. 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.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research method, Research Setting, Research subject, Data and Data Sources, Data Collection Technique, Data Analysis, and Data Validity.

3.1 Research Design

The researcher used Descriptive Qualitative in this research. Because in this term of nature, the way of presentation, and how to analyze the data. For supporting this researching., Creswell (2016) states that qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. In other perception Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. In descriptive studies, the researcher must be able to define clearly, what he wants to measure and must find adequate methods for measuring it along with a clear cut definition of 'population' he wants to study. Since the aim is to obtain complete and accurate information in the said studies, the procedure to be used must be carefully planned.

The Qualitative approach is a research procedure that produces data and observational evidence. This means that the qualitative approach is a real approach that exists in the field where the research occurs. While descriptive research itself is a form of exposure in detail as a description of an object that is presented or discussed. Referring to these understandings, it can be said that

the descriptive Qualitative approach is research whose results are in the form of written or spoken procedures from people and observed behavior for data collection.

The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The research is empirical in nature which aims to describe the data as they are. As a descriptive design, the research has the following characteristic: (1) focuses on the problem under study (2) the data collected is arranged systematically, then explained and analyzed (3) explains the basic methodologies and special details (4) explains the data collection procedure and monitoring and choice of data and (5) giving strong reasons for using certain technique. Descriptive Qualitative use because there was no treatment give to the students.

3.2 Research Setting

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 research hold in tenth class of Al-Ma'muroh dormitory study club in first semesters of academic year 2021/2022. but the writer just took three meetings In one weeks to give the instruction to the students and collect the data.

3.4 Research Subject.

Subject is the part of the clause that marks what topic the speaker is talking about. Research is essentially a process or effort in finding a solution to a problem by taking an approach with the scientific method to solve existing problems. The research subject is the limitation of the research which the researcher can determine with objects, things or people to attach the research variables. In order to maximize information, we must choose informants who can be used as data sources. The subjects which the researcher carried out in this research were students of tenth class for the 2021/2022 academic year. The students total was involved in this research as the participants are 16 female students, in which they also study at senior high school grade. Their average ages are chapter 16 years old.

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 students were still spoken bilingual (both English and Indonesian) in class. In other words, they still mixed their language to communicate verbally with each other to their target language. and also in this research collaborated with tutor speaking to get more information or problem in this class.

3.5 Data Sources

A. Source of Data

1. Primary Data

In this study, researcher used namely primary. primary sources are data that directly got by researchers when observation. It is in line with that expressed by sugiyono (2015:308) states that the source of primary data is the source data directly provide the data to the collection of data or the researchers themselves. In the preparation of this study, 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.

2. Secondary Data

According to Yusuf (2017: 58), secondary data is data obtained from people who conduct research from existing sources. In this research the researcher get data from the score of the students' after teacher application this media in teaching learning.

3.6 Data Collection Technique

Technique is the method used to carry out research. Data collection technique is one method to collect various data or information contained in the research field. Data collection techniques are the most important step in a study, because the main goal of the researcher is to obtain data. Without knowing the data collection techniques, the researcher will not get data that

meets the data standards set. In order to obtain credible or trustworthy research results, the data collected must be valid. Data collection can be done with various settings, various sources, and various ways. when viewed from the setting, the data can be collected in a natural setting. When viewed from the data source, data collection can use primary and secondary sources. Furthermore, when viewed in terms of the method or technique of data collection, it can be done by observation, interviews, and documentation.

In this study, researchers used descriptive Qualitative method and data collection was carried out more on participant observation, in depth interviews, and documentation. In the Qualitative method the data collection techniques use are field observation, interview, and documentation.

a. Observation

Nasution (1988) states that observation is the basis of all science. In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teachers performance in teaching speaking and students' speaking skills (such as: pronunciation, vocabulary, grammar and their braveries to speak).

b. Interview

Interview is a data collection process that directly got information from the informants. This interview was conducted by asking open-ended questions that allowed the informant to provide broad answers. Data

obtained from interviews in the form of experiences, opinions, feelings, and knowledge to researchers about the state of the class when learning speaking skills.

c. Documentation

Documentation is data retrieval that is processed through documents. This technique is used to obtain data in the form of documents or archives. This technique is done to complete the data obtained from interviews and observations. The data obtained are in the form of writings, recordings, such as manuals, official reports, diaries, meeting minutes Arikunto (2002: 135). In this study, the documentation technique was carried out by collecting official documents related to speaking skill of tenth grade.

3.7 Data Analysis

Data analysis technique is an attempt to process data into information so that later the data can be understood. When interviews, researchers have conducted an analysis of the answers interviewed. If the interviewee's answers are not satisfactory, the researcher will continue the question again to a certain stage in order to obtain data that is considered credible.

The technique of data analysis, will be used here is descriptive analysis. The data analysis technique used in this study is a flow model based on the opinion of Miles and Huberman (1992) which divides the steps in the analysis activity into several parts, namely (a) data collection (b) data display (c) conclusion .

(a) Data Collection

Data collection is the first and main activity in digging up information, data and matters relating to the problems studied. In this case, the first action was taken, namely collecting data from interviews, observations, documents and triangulation. based on categories that were in accordance with the research problem. At the initial stage, the researcher conducted a general exploration of the social situation/object being studied, everything that was seen and heard was written.

(b) Reduction Data

Reducing data is communicating, choosing the main things, focusing on the things that are important, looking for themes and patterns and discarding the ones that are not. Reducing data means summarizing, selecting, sorting out the main things and focusing on the things that are important. Thus the reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection. Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges from written records in the field. Data reduction takes place continuously during a qualitative research-oriented project. Anticipation of data reduction was evident when the research was focused. The conceptual framework of the research area, research problems, and data collection approaches takes place.

Then the next stage of data reduction is making a summary, coding, tracing themes, making participation, making memos).Data reduction is part

of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organize the data in such a way that final conclusions can be drawn and verified.

(c) Display Data

After the data is reduced, the next step is to display the data. According to Miles and Herman (2007:84) displaying data is a series of information organization that allows reset conclusions. Data presentation is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing action. By displaying the data, it will be easier to understand what is happening, plan further work based on what has been understood. Miles and Herman believe that better presentations are a key tool for qualitative analysis, which includes: matrices, graphs, networks and charts. They are designed to combine organized information in a coherent and easily accessible form. Thus an analyst can see what is happening and determine whether to draw the right conclusions or continue to carry out an analysis that according to the suggestions told is something useful.

(d) Conclusion

The conclusion is part of a complete configuration activity, conclusions are also verified during the research. The conclusion is drawn since the researcher composes records, patterns, statements, configurations, causal directions and various propositions. Conclusions on this matter are still temporary and will change if no strong evidence is found. According to

Miles and Herman, drawing conclusions is part of an activity from a complete configuration.

Conclusions were also verified during the course of the study. Verification is as brief as a re-thinking that passes through the analyst's (researcher) mind as long as he writes a review of the field notes or it may become very thorough and exhausting by reviewing and brainstorming among colleagues to develop intersubjective agreements or also attempts to extensive efforts to place a copy of one finding in another data set. In short, the meanings that emerge from other data must be tested for their correctness, robustness, and suitability, namely validity. The final conclusion does not only occur during the data collection process, but requires verification so that it can be truly accounted for.

3.8 Data Validity

Validity refers to a measure of how credible and accurate the research can answer the questions which is required to be answered. validity is defined as process of the researcher in checking finding accurations derived from through some certain procedurals. The validity of the data in this Qualitative research is by triangulation.

Triangulation is a data validity technique that utilizes something other than the data for checking purposes or as a comparison against the data. In this study, the data validity test uses triangulation with sources. Triangulation with sources is done by comparing and re-checking the degree of trustworthiness of information obtained through different times and tools. this can be obtained by,

first, conducting observations at the research location, namely in the al-ma'muroh dormitory then compared with the results of interviews with teachers, and tenth grade students. second, comparing opinions with theories about the use of video animation as learning materials.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of research that has been done at one of the in Al-Ma'muroh Dormitory study club exactly in Islamic Boarding School of Darussalam, Tegalsari, Banyuwangi. Exactly in Islamic Boarding School of Darussalam. The result of this thesis is using the Qualitative method. Research with the Qualitative method is by way of observation, interviews, and documents. The discussions were conducted to interview the chief of the dorm, the speaking teacher who teaches in the tenth grade. and an interview for students to find out whether teaching using animated videos can helthem inin the process of learning speaking.

4.1 Research Finding

A. 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.

Even in basic English, such as daily activities, they still have difficulties. Their dormitory which emphasizes Mandarin more than English is even more difficult because the language being studied is not specific. On the other hand, according to the teacher who teaches, their enthusiasm for following English

lessons is very high. Not only that, because al-ma'muroh is not ut only a study club or you could say studying together, so for teaching there is no syllabus or the teaching is not organized. From the documentation, the gotten data about the process of teaching speaking by a use animation video.

As mentioned before, speaking is likely to be a problem for most students in the tenth grade of the study club at al ma'muroh dormitory. Therefore to collect the previous data on the students speaking ability, the researcher conducted a speaking test in December 2021, the test was given to one class of 16 students in 60 minutes. Then the teacher takes scor before using animation video, because want to know how many persen the effect of animation video to teaching students.

In this section, the researcher presents the findings of the use of animation video through 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.

1. Implementation of animation video in teaching speaking skill

A. Preparation

The first preparation, 20th march 2022 was carry out by the chief of dorm and the teacher speaking of tenth grade. Before carry out the activities, socialization was held about the use animation video whice was carried out in every english lesson with the aim the students' could find out how the learning process using animation video.

Before the day of implementation, the researcher introduced herself to the tenth moreover them have known about the researcher. Then the researcher give a little information about the animation that would be used in learning to speak. In this case, the researcher does not require students' be active and enthusiatic in using animation video.

B. Implementation

1. Opening

The researcher took 21th march 2022 to implementation the medi for teaching learning. In teaching process, The teacher delivered material about daily activities Teaching and learning activity begins with greeting. The teacher start to open the attendence then absen one by one of them. After that the teacher small talk for about five minute then open some english song in order the students' happy and cheer up in learning process, The teacher explained the model which was applied in the speaking class by means of a conversation between two people or by listening some vocab and then practicing it

in a conversation. The teacher found several problems in students' speaking, namely the lack of vocabulary mastered by students so that students had difficulty expressing their ideas in speaking form. Not only that, Al-Ma'muroh dormitory is a dormitory where two languages are studied, namely Mandarin and English, and compared to their seniors who are now in eleventh grade their grades are very much different, the teacher also said that the average of ten children is now a who is still a true Language learner from scratch.

Even in basic English, such as daily activities, they are still having difficulties, plus their dormitory which basically emphasizes more Mandarin than English is even more difficult because the language being studied is not specific. On the other hand, according to the teacher who teaches, their enthusiasm for following English lessons is very high.

2. Main Activity

The researcher entered in tenth class. In this meeting, students are divided into 7 groups each group has 3 people. The teacher uses audio-lingual and discusses a method to teach the students. First, the teacher opened, absentee, ask about the condition of the students, and the teacher explain the material, after that the teacher give an animation video about Spongebob to lure them to think about the content of the video, and then they discussed it with her group about how 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. Next, a setting can be discussed, the students shared their ideas and they were asked to argue with their 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. Even though they seem so confused, they are so excited to learn and look for a vocabulary they don't know. after the time for discussion is over, this could be a turn for performance. All students must reveal their arguments, the teacher ask to come foreword every group and convey their arguments.

They ask them who want to the first comeforward but they seem shy and finally, the teacher-directed a student to present. After all performances, the teachers say what the goals, benefits, losses, and problems arise. And the teacher how the pronunciation and grammatical in that video.Last seated was closing the meeting, giving the teacher guidance, and giving comments.

Teacher: Good afternoon everyone, how are you today?

Students: Good afternoon mis, we are fine how about you?

Teacher: I'm ok, today's material is an adjective. Anyone know what is an adjective?

Students: The adjective is word that has properties so that it can give characteristics to other words, especially nouns or pronouns.

Teacher: Yes, right so adjective is a word that has properties so that it can give characteristics to other words, especially nouns or pronouns. (explain)

Teacher: Let's make a group discuss forming 7 groups every single group there are 3 people.

Students: Okay miss!!!

Teacher: Adjective is a word that has properties so that it can give nature or characterize other words, especially nouns or pronouns. (the teacher explains the material clearly), now, i turn the video animation the title is spongeboob. Now I want every group translite it!!

Students: Yes miss!!

Teacher: I turn to the video, look carefully, from the video find the adjective in that video.

According to the observation, it can be seen the students understand the material and more easily by using media. by using animated video media students feel enjoyed and exciting. But their was student's before watching the pronunciation it good but after watching the score low because her not to attantion more with that video. She said . "I'm not interesting with animation video miss, I want action movie". "never mine just watch give respect to me" said the teacher.

3. Closing

In the closing lesson, then teacher review the material one more, Teacher ask one by one the students' for making sure have understand or not the students' "who not understand yet about this material?" but all silent then and ask them for new vocabulary or common expression that them got from video "please write for new vocabulary or common expression that you get from that video every single person one vocab or common!". " who the first wanna comeforward" " i'm miss" one by one the student convidence to comeforward

New vocab:

Adjective+er(lebih)

Fast+er: faster(lebih cepat)

Smart+er:smarter(lebih pintar)

teacher give suggestion and conclusion from the video and play some song from closing the teaching learning.

NO	NAME	SCORE (BEFORE)	SCORE (AFTER)
1	A R	Good	Good
2	C N M	Fair	Good
3	D M	Good	Good
4	D N A.A.	Good	Good
5	G A S	Fair	Good
6	K A D F	Fair	Good
7	L N F	Fair	Good
8	L S	Fair	Good
9	M M I	Good	Good
10	N C	Fair	Fair
11	N M L	Fair	Good
12	N S	Fair	Excellent
13	R A	Fair	Good
14	R A	Fair	Good

15	S R	Fair	Good
16	U N	Fair	Good

Rating scale:

1. excellent : 80-100
2. good :60-79
3. fair :40-59
4. poor :20-39
5. failed :0-19

4.2 The Observation Process

In the tenth grade of the student study club of al-makmuroh dormitory, English learning will be beginning at 15.00 am. In the first observation ,I met with the teacher on March 22th. 2022 exactly Tuesday morning in the office of al-ma'muroh dormitory named miss Hilda, at the first time I interviewed her how the process andprocess and problem of teaching speaking at tenth grade.



Picture 1
Interview process

Based on an interview with the above informant, the learning process of teaching students in the classroom can be known. It is very difficult for every single person because they feel confused about mastering vocabulary.

Then the stage carried out by the researcher are interview one of student's. the interview are as follows:

R: *Menurut kamu gimana sih kadaan dikelas ketika guru mengajar menggunakan video animasi?*

S: *Teman-teman antusias kak, tapi ada juga yang tidak suka dengan animasi, tapi dia tetap memperhatikan.*

R: *Terus untuk berbicaranya sendiri gimana?*

S: *Mulai ada peningkatan kak, teman-teman mendapatkan vocab-vocab baru dari video itu contohnya imagination, silly, etc.*

4.3 Discussion

A. Teaching Speaking

Speaking is like the first assessment for each learner who is studying English and each learner has to speak. This statement means an obligation, duty, task, fact, implementation, process, and it can be learning, although the researcher still find some students are speaking little or even passive in the classroom, and it can be caused of many things include the students , the class situation, Environment, teaching method, technique, approach or even from the teachers who cannot deliver their material successfully. Teaching students to master in English speaking ability especially in vocabulary and pronunciation needs a lot of things including the teachers.

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.

B. Implementation of Using Animation Video

Based on the observation and interview, it can be seen the use of animation video in teaching speaking skill can be use properly. This is because this media make students' interesting in teaching learning so they can focus in the lesson.

C. Students' Opinion of Using Animation Video

The result of interview conducted with tenth grade al-ma'muroh study club. From some opinion of the students' on the media using by teacher , the researcher can cunclude:

The process of teaching learning speaking used animation video as an audio visual media run well if the teacher gave a right instruction. Here, the teacher asked the students to watch the animated video then the teacher gave instructions to conclude in their own language on the video to each group. Each group had present the work after making discussed with their friends in front of class. the difficult faced by the students in english speaking skill is most of them difficult to speak up because less about mastering vocabulary, and also they are unconfidence to speak up. Although it is so difficult for them but they are want to know more about english learning. According from the interview with all of students they said learning english is difficult but them like learn it because learning english language make interesting then other language.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, researcher present the conclusion of the research and there some suggestion for education figure.

A. 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

B. 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. Because basically speaking is a habit, so the more we get used to speaking English, the easier it is for us to pronounce it. And

whatever the way in learning english whatever that from video or action movie that can help for learning do it. And also often in listening skills because the more often you listen, the easier it will be in learning. And don't forget to practice with your fiends or native speaker then ask what ever vocabulary that you don't know at all. For the english teacher, it's suggested that they use the data of this study joined of the researcher for students strategies to beat their difficulties in speaking english. Hopefully, it is often used as a consideration to make your mind up the suitable teaching strategies. The teacher must be more active control the students activities and help them in their problems.

Based on the description above, it turns out that the use of learning media must have a theoretical basis on learning. Because these theories can explain the learning process in various situations. By knowing the learning process, the media used can provide the possibility for students to learn effectively and efficiently. Because learning is a complicated and complex process and there are many variables that influence. it is necessary that we also know that the factors that can influence both the process and learning outcomes.

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APPENDIX



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBİYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

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Nomor : 31.5/273.19/TBIG/FTK/IAIDA/C.3/I/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua Asrama Al Makmuroh (M) Putri Utara

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **KHUMAIDAH MASKHUROH**
TTL : **Sragen, 23 Januari 2001**
NIM : **18112210035**
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Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Tanon-Tanon-Sragen-Jawa Tengah**
HP : **085326609590**
Dosen Pembimbing : **Ahmad Faruk, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Use of Animation Video as an Audio-Visual Media to Teach Speaking Skill at The Tenth Grade Student's Study Club of Al-Makmuroh Dormitory in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 31 Januari 2022

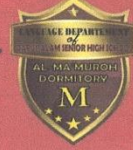
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Dr. Siti Aimah, S.Pd.I., M.Si.

NIPY. 3150801058001



LANGUAGE DEPARTEMENT
OF
DARUSSALAM SENIOR HIGH SCHOOL
语言 M 中学
AL-MA'MUROH DORMITORY



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SURAT KETERANGAN PENELITIAN

NO:31.1/01/AL-MA'MUROH/IV/2022

Yang bertanda tangan dibawah ini :

Nama : Evi Hidayatul Maghfiroh
Jabatan : Departemen Bahasa Asrama Al-Ma'muroh
Menyatakan bahwa :

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TTL : Sragen, 23 Januari 2000
NIM : 18112210035
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Program Studi : TBIG (Tadris Bahasa Inggris)
Dosen Pembimbing : Ahmad Faruq, M.Pd.

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian di Asrama Al-Ma'muroh, Asrama instansi SMA Darussalam program Bahasa Inggris dan Mandarin. Pondok Pesantren Darussalam Putri Utara. Dengan judul penelitian :

The Use Animation Video as an Audio Visual Media to Teach Speaking Skin at a Student Study Club of Al-Ma'muroh Dormitory in Academic Year 2021/2022.

Demikian surat keterangan ini kami buat dan untuk dipergunakan dengan semestinya.

Blokagung, 13 April 2022

Departemen Bahasa Asrama Al-Ma'muroh

EVI HIDAYATUL MAGHFIROH

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Date	Tuesday, June 28, 2022
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CHAPTER I INTRODUCTION This chapter describes some issues related to this study, such as the background of the study, research problem, research objective, Research Significance, Research Scope and Limitation, and The Definition of Key terms. Background of The Study language is the essence of everything. If we don't know someone's language, there will be a misunderstanding with the other person or even start a war between the two. The language was taught by practicing basic structures in meaningful situation-based activities.

Language teaching on communicative proficiency rather than on mere mastery of structures. Other definitions, language is a form and not a language may be formed and no matter or a system of arbitrary sound emblems, or also a system of many systems, a system of a setting or an order in the system. Especially 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 the 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 clearly needed by many students to deliver 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.

As a second language, English can be found anywhere, that is, because it is very important that English is everywhere, where we can really find a course that learns English. English mastery is becoming increasingly important so that Indonesian can compete in the era of globalization that is marked by the advancement of science and technology.

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TTL: 23 Januari 2001

JENIS KELAMIN: Perempuan

AGAMA: ISLAM

JURUSAN: Bahasa Inggris

ALAMAT: Tanon, Sragen, Jawa Tengah

Penulis mulai masuk sekolah SD/MI tahun 2007 di SDN 1 Tanon. kemudian melanjutkan pendidikan sekolah menengah pertama (SMP) tahun 2013 di SMPN 2 Tanon dan lulus tahun 2015 setelah lulus di tahun 2015, penulis melanjutkan sekolah Formal dan Non-Formal di Pondok Pesantren Darussalam Blokagung sampai sekarang.

Appendix I:Score of Students

NO	NAME	SCORE (BEFORE)	SCORE (AFTER)
1	A R	Good	Good
2	C N M	Fair	Good
3	D M	Good	Good
4	D N A.A.	Good	Good
5	G A S	Fair	Good
6	K A D F	Fair	Good
7	L N F	Fair	Good
8	L S	Fair	Good
9	M M I	Good	Good
10	N C	Fair	Fair
11	N M L	Fair	Good
12	N S	Fair	Excellent
13	R A	Fair	Good
14	R A	Fair	Good
15	S R	Fair	Good
16	U N	Fair	Good

Appendix II: Scoring Rubric for Speaking

Aspect	Score	Description
Pronunciation	1	Serious pronunciation problem so incomprehensible
	2	Difficult to understand because there are pronunciation problems, often asked to repeat.
	3	There are pronunciation problems that require the listener to concentrate fully and sometimes there are misunderstandings.
	4	Easy to understand even with a certain accent
	5	Easy to understand and has a native speaker accent

Aspect	Score	Description
Grammar	1	The grammatical errors are so severe that they are difficult to understand
	2	Many grammatical errors that hinder meaning and often rearrange sentences
	3	Often makes grammatical errors that affect meaning.
	4	Sometimes it makes meaning mistakes but doesn't affect the meaning.
	5	No or few grammatical errors.

Aspect	Score	Description
Vocabulary	1	Vocabulary is so limited that conversation is impossible.
	2	Using vocabulary incorrectly and limited vocabulary making it difficult to understand
	3	Often uses inappropriate vocabulary, conversation becomes limited due to limited vocabulary
	4	Sometimes uses inappropriate vocabulary
	5	Use native speakers' vocabulary and

		expressions.
--	--	--------------

Aspect	Score	Description
Fluency	1	Speech falters and stops making conversation impossible.
	2	Often hesitates and stops because of language limitations.
	3	Fluency is a bit disturbed by language problems
	4	Fluency is somewhat compromised by language problems.
	5	Easy to understand and has a native speaker accent

Aspect	Score	Description
Comprehension	1	Can't understand even simple conversation
	2	It's hard to follow what's being said.
	3	Understands most of what is said when speech is slowed down a bit despite repetition
	4	Understand almost everything, although there is repetition in certain parts
	5	Understand all without experiencing difficulties

Appendix IV:

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : study club of al-ma'muroh

Kelas/Semester : X/2

Mata Pelajaran : Bahasa Inggris

Skill : Speaking (Vocabulary and Pronunciation)

Alokasi Waktu : 60 menit (2x pertemuan)

A. Tujuan Pembelajaran

1. Diberikan kosa kata dari benda, hewan dan benda, peserta didik dapat menyebutkan secara lisan struktur teks.
2. Diberikan kosa kata dari benda, hewan dan benda, peserta didik dapat menyebutkan secara lisan unsur kebahasaan.
3. Diberikan kosa kata dari benda, hewan dan benda, peserta didik dapat menyebutkan secara lisan fungsi social.

B. Kompetensi dasar dan Indikator Pencapaian Kompetensi(IPK)

Kompetensi dasar	Indikator Pencapaian Kompetensi(IPK)
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan suatu benda, hewan, dan tempat-tempat umum di sekitar, serta cara mengaplikasikannya sesuai dengan konteks penggunaannya.	3.1.1 Menyebutkan kosa kata dalam bahasa inggris dan artinya. 3.1.2 Membuat kalimatsederhana dari kosa kata yang diperkenalkan. 3.1.3 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

C. Materi Pembelajaran: adjective

D. Media: Video Animasi, Laptop And Sound

E. metode pembelajaran:

Discussion and present every single group in front of the class.

F. Langkah-langkah pembelajaran

1. pertemuan-1 dan ke-2 (60 menit)	Waktu
<p>Guru:</p> <p>Apersepsi</p> <ol style="list-style-type: none">a. Guru mengucapkan salamb. Guru menanyakan kondisi siswac. Guru menginformasikan, memotivasi, terkait materi yang akan diajarkan	5 menit
<p style="text-align: center;">Kegiatan inti</p> <ol style="list-style-type: none">a. Eksplorasi<ol style="list-style-type: none">1. guru menjelaskan materi yang akan dipelajari.2. guru mendiskusikan materi dengan siswa3. guru meminta peserta didik membuat contoh dari materi yang sedang diajarkan.b. Elaborasi<ol style="list-style-type: none">1. Peserta didik dikelompokkan menjadi 7 kelompok setiap kelompok terdiri dari 3 orang dan setiap kelompok di persilahkan untuk maju mempersentasikan setiap pekerjaanya.2. guru menyuruh setiap orang dari kelompok tersebut untuk berbicara menyampaikan pendapatnya.	45 menit

<p>c. konfirmasi</p> <ol style="list-style-type: none"> 1. guru memberikan feedback kepada peserta didik dengan memberikan penguatan dalam bentuk lisan pada peserta didik yang dapat menyelesaikan tugasnya. 2. guru memberikan contoh pronunciation pada video animasi tersebut dan siswa menirukan bersama. 	
<p>d. penutup</p> <ol style="list-style-type: none"> 1. guru memberikan refleksi dengan memutar lagu barat. 	<p>10 menit</p>

Mengetahui:

Guru mata pelajaran

<p>Nilai = Jumlah Skor x 4</p>

Appendix IV:

Interview 1

Teacher of chief of dorm

R: researcher

P: participant/ chief of dorm

R :“Assalamualaikum miss, Maaf miss mengganggu waktunya sebentar.”

P :“Waalaikumsalam, Iya tidak apa-apa”

R : “maaf sebelumnya, saya khumaidah maskhuroh dari Institut Agama Islam Darussalam dengan jurusan Tadris Bahasa Inggris kedatangan saya disini ingin melaksanakan penelitian di asrama mbak apa di perbolehkan?”

P :“Iya, dengan senang hati, tapi disini sistemnya belajar bersama tidak seperti kursus yang ada di asrama lainnya.”

R “Begitu, iya mbak tapi kalau boleh tau kelas yang sedikit perlu dibantu dalam speakingnya kelas berapa ya?”

P :“ Kalau itu saya sarankan di kelas sepuluh mbak karena kelas sepuluh masih minim sekali dalam penguasaan speaking”

R :“Boleh sekali mbk, kira-kira kalau saya melakaanakan penelitian dibulan ini apakah mbk bersedia?”

P : “Dengan senang hati nanti saya beri jadwalnya ya.”

R : “Alhamdulillah terima kasih mbk”

P :“Nanti kalau ada yang kurang jelas bisa ditanyakan ke tutornya langsung ya

R :“ Iya mbk.

Interview II:

Tutor of study club

T: Tutor

R: Researcher

R :”Miss maaf sebelumnya mengganggu sebentar, saya mau tanya-tanya sedikit boleh?”

T : “Iya mbk, kalau boleh tau mau menanyakan tentang apa ya?”

R : “Begini ya miss, kan smpean sebagai tutor dari kelas sepuluh kan? Kalau boleh tau problem yang anda temukan dikelas itu apa aja sih miss?.”

T : “Begini mbk, kan di kelas itu rata-rata kan santri baru ya mbk, jadi memang benar-benar masih pembelajar dari awal benget berbeda dengan kakak kelas mereka yang rata-rata pindahan dari asrama unggulan dan dulunya memang udah di gembeng dari awal jadinya tidak terlalu sulit, tapi kalau kelas sepuluh ini cukup sulit menurut saya mbk.”

R :”Terus bagaimana perubahan setelah menggunakan video animasi miss?”

T : “Alhamdulillah sedikit ada perubahan mbk attantion mereka lebih dari pada sebelum menggunakan animasi video.”

R : “Kira-kira berapa persen miss kalau boleh tau”

T : “Kurang lebih sih mbk 70% , rata-rata mereka dapat berbicara bahasa inggris walaupun masih sediki terbata-bata tapi ini baik mbk mereka bisa meluarkan semua pendapat mereka.”

R :”Wahh lumayan ya miss....berarti bisa diterima di kalangan anak-anak metode ini ya miss?”

T : Iya bisa sekali mbk, mungkin besok-besok lagi saya akan cari video animasi yang lebih menantang untuk mereka.”

R :”Boleh itu miss, terima kasih atas informasinya miss.”

Interview III:

Student 1

R :”Dek boleh minta waktunya sebentar?”

S :”Iya kak, tapi saya malu kak”

R :”Sebentar saja boleh ngak dek?”

- S :“Iya deh kak, mau tanya-tanya apa kak?”
- R :“Menurut adek gimana sih pembelajaran menggunakan media video animasi?”
- S :“Seru kak, padahal awalnya aku enggak suka bahasa inggris karena gurunya kurang menarik tapi setelah gurunya menggunakan media video ini saya menjadi suka bahasa inggris”

Interview IV
Student 2

- R :“Dek, namanya siapa?, kak boleh tanya-tanya sebentar?”
- S :“Nama aku neelam kak, kak mau tanya-tanya apa?”
- R :“Menurut adek gimana pembelajaran yang diterapkan gurunya kemarin yang menggunakan video animasi?”
- S :“Aku interesting banget kak, padahal aku enggak suka bahasa inggris”
- R :“Begitu ya dek, terima kasih ya waktunya.”
- S :“Iya kak.”

Interview V
Student 3

- R :“Dek lagi ngapain nih? Kakak boleh tanya-tanya ngak?”
- S :“Iya kak, mau tanya apa?”
- R :“Menurut adek gimana sih pembelajaran menggunakan video animasi?”
- S :“Kalau aku kak, jujur saja lebih suka pembelajaran menggunakan movie daripada animasi.”
- R :“Kalau boleh tau kenapa dek?”
- S :“Ya,soalnya kalau film itu bisa melihat penerapannya langsung dan lebih menarik kakak”
- R :“Jadi kalau pembelajaran menggunakan animasi kurang tepat menurut kamu?”
- S :“Ya, tepat kak tapi kan setiap orang mempunyai model pembelajaran bahasa inggris yang berbeda-beda”
- R :“Begitu ya, terima kasih dek.”

Interview VI
Student 4

R :“Adek namanya siapa?”

S :“Nama aku ainir kak”

R :“Ainir, kak mau tanya-tanya boleh?”

S :“Tapi kalau gak bisa jawab gimana kak?”

R :“Gak sulit kok pertanyaannya”

S :“Emang kakak mau tanya apa”

R :“Menurut adek gimana pembelajannya menggunakan video animasi”

S :“Aku suka kak, karena aku suka juga dengan animasi”

R :“Terus membantu adek dalam pembelajaran speaking enggak?”

S :“Iya lah kak, soalnya enggak bosan aja kalau melihat kartun”