CHAPTER I

INTRODUCTION

This chapter presents a brief description of the introduction to this study. It highlights several preliminary details concerning animated video as a learning medium in teaching speaking to EFL students. It includes the background of the study, research questions, research purposes, significance of the research, rationale, hypothesis, and previous studies.

A. Background of Study

Mastering the communication skills of English is necessary for students to succeed in their respective fields because it is a language that is widely used internationally. The majority of schools require students to learn English even though it is not the primary language in Indonesia, where it is a foreign language. Knowing the importance of mastering speaking skills for students, teachers encountered some difficulties in teaching these skills in the classroom. Finding the right learning medium for students is one of the difficulties that teachers usually experience. This research focuses on EFL students who need fun and interesting learning media. Video animation is one of the audio-visual learning media that will suit them. Because EFL students are still growing cognitively and intellectually, teaching English to them is very beneficial for the future. Therefore, this study aims to determine the effectiveness of video animation learning media of EFL students' speaking skills in English.

The ability to talk or speak is one that a person possesses to express their thoughts through the use of articulation sounds or words to convey their meaning. Students acquire the skills necessary to speak in front of an audience, express thoughts or opinions, build their self-confidence, and develop leadership. That will affect not only their futures but also the quality of education in the nation. Tarigan (2008) argues that speaking is the capacity to articulate sounds or words to express one's ideas, thoughts, or feelings. Meanwhile, according to Nowicka & Wilczynska (2011) in Ndraha, Sembiring, and Sari (2022), speaking is an observable,

psychological, and, more particularly, auditory phenomenon that describes one of the human actions.

When we talk about speaking skills, it means that we do more than just put a word out of our mouth; we convey a message through words using the mouth. In reality, many students find it difficult to master speaking skills. First, students are often inhibited in class due to fear of making mistakes and being judged. The second problem is that students lack motivation to express themselves due to difficulty remembering and expressing themselves (Leong and Ahmadi 2017). As a result, during classroom learning activities, the teacher is obliged to use a suitable learning medium for students.

To help students improve their speaking skills, teachers can use audio-visual learning media. Audio-visual, as McNaught (2007) believes, is very useful in teaching as well as a teaching aid and promotion. He also emphasized that if presentation consistency is desired, audio-visual material is useful. Therefore, this study uses audio-visual media in the form of animation, or what is called video animation, as a medium for learning speaking skills. Based on Cakir (2006, p. 69), the use of video animation in the classroom is "a sound on and vision off activity," which means that this activity allows students to predict or reconstruct what has happened visually based on what they hear. Therefore, when students have difficulty pronouncing a word, they can listen and see how the word is pronounced in the animated video.

Several studies have been carried out, first by Silfia, Rusli, and Nasrullah (2018), regarding animated videos as a medium for learning English vocabulary. This study confirms that animation videos can help young learners improve their vocabulary. This previous research focused on fourth-grade elementary school students, while this research focuses on the speaking skills of eight-grade junior high school students. On the other hand, this previous study used classroom action research (CAR), which is a reflective process to improve teaching practice. Therefore, this study will be different because it uses a pre-experimental design that determines how the researcher's intervention will affect the experiment.

The second, Suprianti (2020), has also conducted a related study. It used quantitative and qualitative research methods. It also used video animation as a learning medium for sixth-grade elementary school students. The application, called Powtoon, is used to make animated videos as teacher presentation materials in the class. This study confirms that the media is excellent after revision. This previous research used a questionnaire to collect data from students, while the researcher will use a pre-test and post-test to collect data from students at the first and last meetings. Thus, this research is entitled "Investigating the Role of Animated Videos in Teaching Speaking to EFL Students: A Pre-Experimental Study to Eighth Grade Students Junior High School in Cianjur"

B. Research Questions

This study investigates the effectiveness of animated videos as learning media for teachers in teaching English, especially to EFL students. Eight-grade students in junior high school are selected as research participants. This study has three research questions, as follows:

1. How is the students' speaking ability before being taught using animated video as learning media?

2. How is the students' speaking ability after being taught using animated video as learning media?

3. What is the effectiveness of animated video as learning media for teaching speaking skills in the EFL classroom?

The first research question requires an instrument to determine students' speaking skills before they are given treatments. This study uses pre-test as an instrument. Then, the researcher also uses an instrument to find out the results of their abilities after being given a treatment that uses video animation as their learning medium. This study uses post-test as an instrument. Furthermore, for the next step, the results of each pre- and post-test are compared, and the result is used for the conclusion.

The EFL students can learn English by recognizing simple things, such as reading stories, listening to music, watching cartoons, and providing interesting videos in English. This study believes that those methods can educate children. There are other interesting educational or entertaining videos for children available on various online platforms that can also be introduced, for example, Cocomelon, Pinkfong, and other video animations. Irmayunda, Gani, and Erdiana (2020) argue that animation videos provide students with a useful media to learn speaking, improve their abilities, and make the classroom more enjoyable.

C. Research Purposes

Based on the research questions above, this study has a research purpose. The first purpose of the research is to find out the students' speaking abilities before they are exposed to an animated video. Second, it is to find out the students' speaking ability after being exposed to animated videos. The last is to find out the effectiveness of animated video learning media for teaching speaking skills in the EFL classroom.

Therefore, this study aims to re-investigate the effectiveness of video animation as a medium for learning speaking skills. If the results of this study state that video animation has succeeded in improving students' speaking skills, then this learning media can be used in the future. Then, if the results do not show this, with some consideration, this learning media is not recommended for teaching speaking skills.

D. Research Significances

Speaking is a fundamental skill that needs to be taught to all children in order to prepare them for having effective communication skills. This can be valid for both young and adult students. Speaking is regarded as the most crucial skill to learn. Even for advanced learners, it can be challenging to become proficient at speaking a foreign language outside the classroom (Yusuf and Zuraini, 2016). However, this study focuses on teaching speaking skills to EFL students.

The findings of this study are intended to have both theoretical and practical implications. Firstly, the theoretical significance of this study can serve as a

springboard for additional investigation. It can be used as a guide to help students become more fluent in English through communicative language instruction in the classroom for a more engaging learning environment.

Secondly, this study also has practical implications. The use of this research then enables teachers to enhance English teaching and learning methodologies and help students speak English clearly and have pleasure in learning English by utilizing animated video as a learning media. Therefore, the purpose of this study is to find out the role of animated video as a learning media in teaching speaking skills to EFL students.

E. Theoretical Framework

This study investigates the use of animated videos as audio-visual learning media in teaching speaking skills to EFL students. Therefore, it will become a theoretical framework in this study. Figure 1.1 describes how a concept in this study is related to the existing variables.
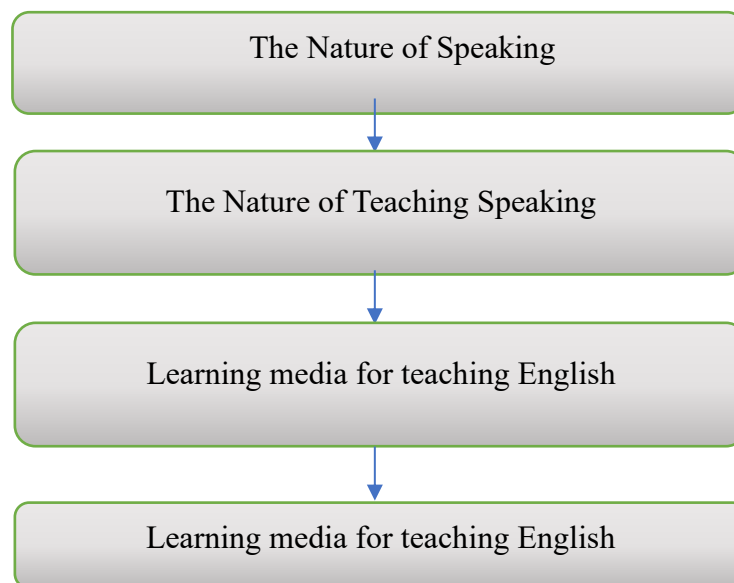

Figure 1.1 Theoretical framework.

Language acquisition specialists have defined the word "speaking" in a wide range of different ways. Numerous experts have proposed definitions of speaking. Speaking is a means of conveying thoughts, information, and emotions to other individuals. It is the most crucial way for the narrator to express himself in language. Speaking is defined in the Webster New World Dictionary as saying things aloud, communicating by talking, expressing an opinion, and giving a speech, Nunan (1995) as cited in Dang and Nga (2022). The ability to speak fluently requires knowledge of language features and the ability to process information and language on the spot (Harmer, 2001).

Teachers may employ materials referred to as "learning media" to facilitate learning in the classroom. Media, in general, refers to everything that can be utilized to transmit information from sender to receiver. Media can make it easier for the teacher to provide the subject during a teaching-learning process. Wirawan (2020) stated that teaching media facilitates the implementation of components of the learning system to ensure effective learning.

Teaching media conveys instructional messages with learning objectives. Many professionals offer definitions of media in the context of teaching and learning. Firstly, Brinton (2001) stated that media have been used to facilitate language learning for both instructed and non-instructed learners. Media includes television, cinema, video, radio, photography, advertising, newspapers, magazines, recorded music, computer games, and the internet. Media education aims to develop a broad-based competence in symbolic systems of images and sounds (Buckingham, 2013). Additionally, according to Arsyad (2009), teaching media are those that convey information or messages with an instructional intent.

As a result of the aforementioned definitions of media, it can be concluded that all tools employed by teachers to impart knowledge to students constitute media in teaching and learning. There are different sorts of teaching media. The choice of this material must be appropriate for the students and the teaching contexts.

A video is a teaching tool that combines sound for the students to hear and pictures for them to see. It might include native English speakers conversing in different contexts. As a result, it offers illustrations of actual circumstances. According to Lustigova (2013), video can depict whole conversational contexts. In this situation, language learners will find video presentations to be genuinely fascinating. In addition, Mirvan (2013) argues that using video resources in the classroom might increase students' enthusiasm to study because it exposes them to a range of circumstances. It can help their understanding of comparable real-world scenarios. Motion graphics animation video is one of them.

Motion graphics can be produced via video or animation technologies, as well as by inducing a motion hallucination or altering the visual aspects of an image. When employed in multimedia projects, sound usually comes after a motion graphic. The availability of learning materials in the form of motion graphics animation videos can spur students' interest in a subject, which has an impact on how much they learn about it and how well they perform in that subject. According to Ntobuo, Arbie, and Amali (2018), one of the tools that affects the learning process is learning media. Adnan, Prasetyo, and Nuriman (2017) also stated that engaging learning media is necessary to pique students' interest in learning. Digital technology use as a learning tool has greater and more significant implications than others. Animated videos as a teaching aid are helpful for language teaching. It can be more motivating and entertaining so that learners can make learning an enjoyable experience for themselves. They can see facial expressions and body language at the same time that they hear the stress, intonation, and rhythm of the language.

F. Hypothesis

A research hypothesis is a claim made by researchers who predict how a study or experiment will turn out (Mourougan & Sethuraman, 2017). They also stated that a hypothesis is a speculative explanation for a group of facts that can be tested by more research. Statements that express the relationship between two or more quantifiable variables are considered hypotheses. The hypotheses tested in this research are:

Ho: There is no effect of video animation learning media on students' speaking abilities.

Ha: There is an effect of video animation learning media on students' speaking abilities.

The hypothesis above suggests two meanings. First, Ho means that the hypothesis is rejected. In this hypothesis, there was no significant improvement in the students' speaking skills before and after using animated videos as learning media. The second hypothesis (Ha) means that the hypothesis is accepted because there is a significant improvement in the students' speaking skills between before and after using animated videos as learning media.

G. Previous Studies

There are five previous studies related to this research. First, Wamnebo, Hanapi, Bugis, and Handayani (2018) from Iqra Buru University. Students' Speaking Ability in Oral Descriptive Text by Using Video in SMA Negeri 1 Namlea's Tenth Grade is the title of the study. The 32 first-graders from SMA Negeri 1 Namlea make up the sample. Three different types of instruments were used to gather the research's data: tests, questionnaires, and student interest-driven observation. Both the data from the students' questionnaire and their speaking performance were examined using descriptive text and video. The use of video in descriptive text enhances students' speaking ability in terms of fluency and pronunciation, and students show a high level of interest in video-based speaking instruction, which is the conclusion of the research.

The second related study is from Wahyuni, Utami, and Education (2021). The title of the research is 'The Use of Youtube Video in Encouraging Speaking Skills'. The study uses YouTube media to enhance the speaking abilities of students taking an English language education course at Universitas Teknokrat Indonesia. The primary issue, namely how to enhance pupils' speaking abilities through YouTube videos, is the focus of research. 40 English education classes at the Technocrat University of Indonesia served as the study's subjects, and its targets were the

students enrolled in the 2018 English education class. Speaking practice exams on YouTube, surveys, and questionnaires were all used as the data collection methods. The findings demonstrate that the study's participants concur that using YouTube as a teaching tool will help English education students speak more effectively in class.

There are gaps between the previous study and this research. The previous study was carried out in high school and university, whereas this study will be carried out in junior high school. The previous study used YouTube and video as tools, whereas animated video will be used as learning media in this study.

The third previous study is from Suprianti (2020). The title of the research is 'Powtoon Animation Video: A Learning Media for the Sixth Grade.' This study discussed ICT-based English learning material for sixth graders at SD Negeri 3 Banjar Jawa in Singaraja, utilizing animation-based Powtoon videos. Several kinds of questions were designed for each of the four topics. The analysis of the syllabus and the evaluation criteria for the experts were used to create the prototype product. The study gave teachers and students new information and teaching resources, enabling them to expand their vocabularies and focus their attention on the learning process.

There are some differences between this study and the previous study. The first one is about the research approach and method. The previous study used the design and development research method, while this study used quantitative pre-experimental research methods. The next gap is the difference between young learners, as the research objects. The previous study took data from young learners at the elementary school level, especially in the sixth grade. Meanwhile, this study takes data from EFL students at the junior high school level, especially in eight-grade junior high schools, which are around 12–13 years old.

The fourth previous study is from Dhida (2021) with the title 'The effect of animation video learning media on social emotional development of early children: A literature review.' This study explored the impact of animated video learning materials on young children's social and emotional development. According to this

study, learning activities that incorporate animated films as learning media will grab kids' interest and have an impact on their attitudes and behaviour. Because young children will emulate the attitudes and behaviours of characters or characters who play roles in animated videos, animated video learning media can help children develop their social and emotional skills.

Some differences between the previous study and this study can create a gap in research. First, the previous study used a literature study as a method, whereas this study used a quantitative method that processed the data using the SPSS application. Secondly, the previous study focused on young learners' social and emotional development, while this study focused on the EFL students' speaking skills before and after being given treatment using learning media in the form of video animation.

The last previous study was from Souzane and Soumia (2019). This previous study is from Mohammed Seddik Ben Yahia University, Jijel, Algeria. The title is 'Enhancing EFL Students' Motivation to Speak through Short Silent Animated Films'. The demonstration results that include brief silent animated videos in oral expression lessons increase the desire of EFL students to talk. To compare the outcomes of the experimental and control groups, the researcher used statistical measurements and classroom observations. The treatment had a favourable effect, as evidenced by the students' views, and it is advised that it be integrated into OE lessons.

In conclusion, all the previous studies mentioned above have some similarities and differences with this study. Even so, this study focuses on the use of animated videos as learning media and EFL students' speaking skills before and after being given the treatment. Then, this study also uses the pre-experimental quantitative research method, where the data will be processed using the SPSS application so that the results will be precise and accurate. This study will also be carried out with eight grade students at a junior high school.