# THE EFFECT OF ANIMATED FILMS ON STUDENTS' SPEAKING SKILL OF NARRATIVE TEXT AT GRADE X SMA PLUS BINABANGSA PEKANBARU

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***Abstrak***: *Tujuan penelitian ini adalah untuk mengetahui apakah siswa yang diajar dengan animated films memiliki keterampilan berbicara teks naratif lebih baik dari pada siswa yang diajar dengan picture story. Jenis penelitian ini adalah penelitian ekperimen semu; nonequivalent control group pre-post test design. Sampel penelitian adalah kelas X.1 dan X.2. Kelas X.1 merupakan kelas control yang diajar dengan menggunakan picture story sedangkan kelas X.2 merupakan kelas experimen yang diajar dengan menggunakan animated films. Instrumen yang digunakan untuk mengumpulkan data penelitian adalah tes berbicara. Data dianalisis dengan menggunakan independent t-test. Temuan menunjukkan bahwa siswa yang diajar dengan animated films mempunyai keterampilan berbicara teks naratif lebih besar daripada siswa yang diajar dengan picture story.*

**Keywords** : *Animated Film, Picture Story, Speaking Skill, Narrative Text*

## Introduction

Speaking is one of the skills that should be taught at senior high schools. The students should be able to express meaning in transactional and interpersonal conversation (to get things done), functional spoken texts, and monologue texts in daily life contexts (Depdiknas, 2006:30). It means that the students should be able to communicate spoken language interpersonally, select the best expression that relates to the context of spoken language, able to show feeling and ideas and use language according to the function of the language itself, and able to express meaning of monologue texts. One of the monologue texts that should be mastered by the students is narrative text. It is learned by the students in each semester.

According to Grace and Sudarwati (2006:115), narrative text is a text tells about fiction stories and containing conflict and resolution. It amuses and entertains reader's interesting with imaginary. One of the aims of teaching speaking skill of narrative text is to enable the students to narrate or retell a story by using language meaningfully. The teachers need to use some techniques such as jigsaw, drama, dialogue, chain story, and role play in order to get the students afford retelling the story. They should also use various media such as film, picture story, tape recording, situational cartoon, and puppet show.

The media are very important in teaching speaking skill of narrative text. Therefore, the teacher of SMA Plus Binabangsa Pekanbaru had been using picture story and tape recorder. These media were assumed to help the

students gaining ideas and enhance their score of speaking skill of narrative text. However, in fact, the media did not help the students so that their speaking skill of narrative text at grade X of SMA Plus Bina Bangsa Pekanbaru was still far from expectation.

Based on the researcher's experience during teaching at grade X of SMA Plus Bina Bangsa, she found that some of the students were not able to retell story well. It could be seen from their result of speaking skill of narrative text on the first semester. Only six of thirty five students (17%) were able to retell story, thirteen students (37%) did not finish their retelling story till the end, and the others (46%) were not able to retell story. The researcher found some phenomena. First, some of the students were not able to interpret content of the story. Second, they could not produce appropriate pronunciation of words as the target language while retelling story. Third, they did many errors in using language features of narrative text. Fourth, they paused and thought too much while speaking. Fifth, they were lack of vocabularies. In addition, based on the result of interview some of the students said that they run of the ideas when they were retelling the story and the others said that they forgot what they wanted to say. As the result, their score of speaking skill of narrative text score was low.

Those problems were faced by the students in studying speaking skill of narrative text. One of media to solve their problems was films. There are many kinds of films that can be used by the teacher. However, in this research, the researcher limited using animated

film in teaching speaking skill of narrative text. According to Manser (2000:4), an animated film is a film that contains story, has conflict, dialogue, plot, and characters Then, Stewart (2006:3) states that films are ideas. In addition, Arsyad (2006:29) says that films can transfer idea. It means that by watching animated films, the students can interpret the story directly, see the conflict of the story clearly, see the action, hear sound, and imitate expression, stress, and intonation of characters. Thus, if the students have ideas, they will be easier to retell the story. In addition, they will be interested, motivated and participate in teaching learning process.

Moreover, Daryanto (2010:117) states that animated film is useful medium for the teacher in teaching narrative text. It was in line with Barthes (1993:3). He says that animated film is great device that can amuse the audience with imaginary world powerful characters. It means that animated films can stimulate students' feeling and imagination, attract students' interested, and entertain the students.

Meanwhile, Espinosa (2012:2) mentions that animated films give effect on students' speaking skill. First, animated films help to develop the students' speaking skill. Second, it gives students **entertainment**, and motivation. Third, animated films provide the students with both **visual and auditory input**. It can be concluded that animated films develop students' language ability, get enormous language treasure, and give motivation.

Furthermore, according to According to Cakir (2006:5), there

are some techniques that can be used for teacher in applying video or films in the classroom. First is freeze frames and prediction. The teacher can stop or pause the picture of films. Then, the students can be asked what is going on happen next. Second is silent viewing. The scenes are played with sound off and using only the picture. Third is dubbing activities. The students are asked to fill the missing dialogue after watching sound off film episode. Fourth is sound on and vision off. In this part, the visual screen removes and only plays the sound of films. Fifth is repetition and role play. The scenes of films can be repeated until the students comprehend about the story and asks them to act out scenes using as much the original as they remember. Sixth is reproduction. The teacher asks the students to write or retell what has happened in English. In conclusion, those techniques can be applied by the teacher in teaching speaking skill of narrative text.

According to some experts' opinions (Fazey, 1999:24, Ryan, 1998:2, Heffernan, 2005:2, and Reil 2012:1), the teacher can use animated films in teaching through some steps. In pre teaching activity, the teacher chooses animated films that are relevant, appropriate with the students, related to material. The teacher discusses new or unknown vocabulary related to the story. The teacher asks the students to prepare take note that used for taking note the important parts of story. In whilst teaching activity, the teacher is observing the students while they are viewing the animated films. In post teaching activity, teacher guides the students to retell the story by concerned with generic structure and language feature of narrative text. Finally, the teacher asks some of the students to retell the story.

Based on explanation above, animated films were useful medium in teaching speaking skill of narrative text. It was predicted as an alternative medium to solve the students' problem. The research is carried out to find out whether students who are taught by using animated films have better speaking skill of narrative text than those who are taught by using picture story.

**Method**

The type of this research was quasi-experimental research with nonequivalent control group pre-post test design. According to Christensen (1988:231), nonequivalent control group pre-post test design is one of quasi experimental research types that discriminated research design between experimental and control class. It means that treatment only done in experimental class while control class is taught as usual. Meanwhile, Gay and Airasian (2000: 367) say "quasi-experimental research is one of types of research that can test hypothesis to establish relationship cause and effect". It means that quasi-experimental research is a research that aimed to investigate cause and effect of the research variable, observes effect of treatments, and measure hypothesis. To know the effect of variable, the researcher gave treatments only in experimental class using animated films and taught the students of control class as usual using picture story

The subjects of this research were 32 students that consisted of 16 students in experimental class and 16 students in control class. The

data were gathered from speaking test. The form of test was individual retelling story. The instrument of this research was speaking test. The form of test was individual retelling story. The researcher gave the test in experimental and control class. She conducted pre-test and post-test for both of classes. Pre-test aimed to know students' speaking skill of narrative text generally and Post-test aimed to know students' speaking skill of narrative text after treatments.

In this research, the researcher focused on content validity. It was appropriated with Bachman's Theory (1990:40). He states that the test has content validity if the test design measured what should be measured in teaching learning process reflect to syllabus or instructional program. The test needed instruction to do it. Therefore, the researcher arranged the instruction of test based on syllabus and students' book. Moreover, it had been discussed with the advisors and the colleague (Wahyuni Widiastuti, S. Pd) and also appropriated with experts' judgment. Besides, the titles of stories considered suitable with kinds of narrative text which studied by the students. It means that the instrument had been valid and could be used for measuring students' speaking skill of narrative text.

To get the reliability of the instrument, she analyzed using inter-rater reliability based on statement of Brown (2010:27). He says that inter-reliability is two or more scorers in same test. Thus, the raters of the test were two lecturers and the researcher herself.

To know students' speaking skill of narrative text, they were assigned to retell one of the eight stories either on pre-test or post test. The titles were categorized into fable and fairy tales story. There were four titles related to fables and four titles related to fairy tales. The students were asked to choose one of the titles that they known well. Then, they retell the story. Their speaking skill of narrative text was measured based on five aspects of scoring which are adapted from theories of Henning (1987: 35), Hughes (2005:123), Tsang and Wong in Richard and Renandrya (2002:222), and O'malley and Pierce (1996:156) They are pronunciation, grammar, vocabulary, fluency, and comprehension. The result of students' speaking skill of narrative text either was analyzed by using independent t-test.

**Finding and discussion**

Finding of the research aimed to answer the research question whether students who are taught by using animated films have better speaking skill of narrative text than those who are taught by using picture story.

After doing the research, the writer found that students who were taught by animated films had better speaking skill of narrative text than those who were taught by picture story. It was indicated by data. The finding of the research was explained as follows;

1. **Data Description**

All of the data were gathered from students' speaking skill of narrative text on pre-test and post test. The test that given on pre-test and post-test was the same. The data were gathered from 32 students. It consisted of 16 students in control

class and 16 students in experimental class. The result of students' speaking skill of narrative text can be summarized as bellow;

**Table 1**
**The Result Pre-Test and Post-Test of Experimental and Control Class**

| Test | Class | N | Highest | Lowest | Mode | Median | Sum | Mean |
|---|---|---|---|---|---|---|---|---|
| Pre Test | Control | 16 | 66.7 | 40 | 46.7 | 46.7 | 776 | 48.5 |
| | Experimental | 16 | 66.7 | 40 | 42.7 | 46.7 | 780 | 48.75 |
| Post Test | Control | 16 | 73.3 | 45.3 | 45.3 | 58 | 932 | 58.25 |
| | Experimental | 16 | 76 | 57.3 | 58.7 | 62.7 | 1012 | 63.25 |

The table above shows that the mean score gotten by the students on pre-test of experimental and control class was the same. It means that the level of students' speaking skill of narrative text was similar. However, after doing seven treatments, the result of post-test gotten by the students was different. The mean score increased either on experimental or control class.

**2.  Data Analysis**
  a.  **The Result of Pre-Test and Post-Test of Control Class**
  The data were gathered from 16 students in control clas. The result of research finding was analyzed statictically. It could be summarized in the table below;

**Table 2**
**The Result of Pre-Test and Post-Test of Control Class**

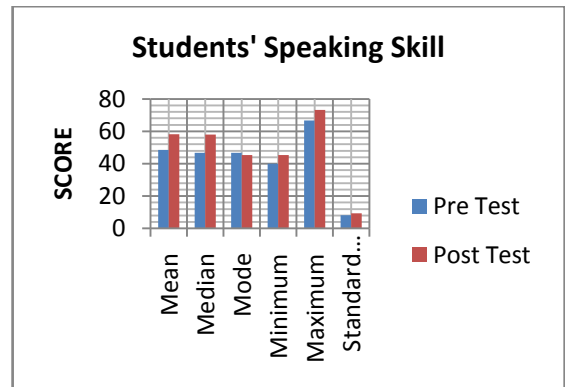| Test | Mean | Median | Mode | Minimum | Maximum | Standard Deviation | Sum |
|---|---|---|---|---|---|---|---|
| Pre Test | 48.5 | 46.7 | 46.7 | 40 | 66.7 | 8.1 | 776 |
| Post Test | 58.25 | 58 | 45.3 | 45.3 | 73.3 | 9.3 | 932 |



Figure 1.Bar graphs of the Result of Pre-Test and Post-Test of Control Class

Based on table and graphs above, it can be seen that all of the statistics result on pre-test increased on post-test. The mean score of pre-test was 48.5 while mean score on post-test was 58.25. It means that there was different 9.75 point among pre-test and post-test. The minimum, median, mode, and maximum score between pre-test and post-test had difference. Those increased from pre-test to post-test. The standard deviation of pre-test was 8.07 while standard deviation of post test was 9.28.  The sum of pre-test was 776.03 while the sum of post-test was 932. It had difference 155.97 point among both of the

tests. It means that the result of students' speaking skill of post-test was greater than pre-test.

**b. The Result of Pre-Test and Post-Test of Experimental Class**

The researcher gave the same test on students either pre-test or post test. There were eight animated films were showed and discussed on the students during treatments. Eventually, the students' speaking skill of narrative text had increased significantly. The data were analyzed statictically. It could be summarized in the table below;

**Table 3**
**The Result of Pre-Test and Post-Test of Experimental Class**

| Test | Mean | Median | Mode | Minimum | Maximum | Standard Deviation | Sum |
|------|------|--------|------|---------|---------|--------------------|-----|
| Pre Test | 48.8 | 45.3 | 42.7 | 40 | 66.7 | 8.2 | 780 |
| Post Test | 63.3 | 62.7 | 62.7 | 57.3 | 76 | 5.0 | 1012 |


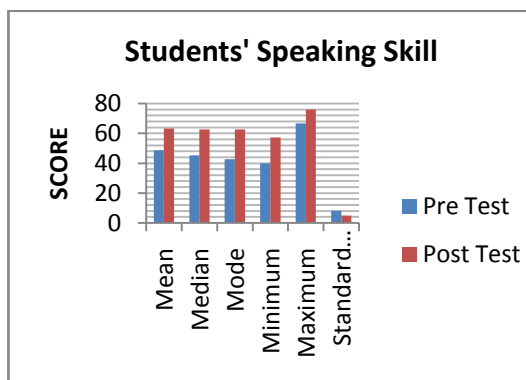
Figure 2.Bar graphs of the Result of Pre-Test and Post-Test of Experimental Class

Based on table above and graphs above, it can be understood that all of the statistics result on pre-test increased on post-test. The mean score of pre-test was 48.75 while mean score on post-test was 63.25. It means that there was raising score about 14.5 among both of tests. The median, mode, maximum, and minimum score between pre-test and post-test had difference. Those scores increased from pre-test to post-test. The standard deviation of pre-test was 8.16 while standard deviation of post-test was 4.98. The sum of pre-test was 780.01 while the sum of post-test was 1012.01. It had significant difference about 232 point among both of the tests. It means that the result of students' speaking skill of post-test was greater than pre-test.

After gathering the data from both of experimental and control class, the researcher analyzed the normality data and homogeneity of samples. The normality of data used Kolmogorov-Smirnov test (K-S test) and variance of samples used *Levene* formula. Those tests were used to determine hypothesis statistic formula. The result of tests showed that the data either in control and experimental class were normal distribution and variance of samples was homogenous.

To know whether hyphothesis of the research was accepted or not, the researcher computed the t-calculated using independent t-test. The result of testing could be seen as below;

**Table 7**
**The Result of t- Calculated**

| Class | N | Sum | Mean | Standard Deviation | T | df |
|---|---|---|---|---|---|---|
| Control class | 16 | 155.97 | 9.74 | 4.68 | 2.640 | 30 |
| Experimental class | 16 | 232 | 14.50 | 5.46 | | |

The result of testing shows that the mean score of control class was 9.74 while mean score of experimental class was 14.5. It was different 4.76 point. Standard deviation control class was 4.68 while standard deviation of experimental class was 5.46. The experimental score was higher 0.78 point than control class. The sum of control class was 155.97 while sum of experimental class was 232. There was different 121.37 point. It means that those scores among control and experimental class were different. Moreover, $t_{calculated}$ both of classes was 2.640. Degree of freedom (df) was 30. The $t_{calculated}$ was compared $t_{table\ \alpha\ 1\%} = 2.750$ and $t_{table\ \alpha\ 5\%} = 2.042$ with df (30). As the result, $t_{calculated}$ was bigger than $t_{table\ \alpha\ 5\%}$ and $t_{table\ \alpha\ 1\%}$ (2.750<2.640>2.042.). In addition, Sig (0.000) was smaller than α (0.05). Thus, null hypothesis ($H_0$) was rejected and alternative hypothesis ($H_a$) was accepted. It means that animated film helped the students to enhance their speaking skill of narrative text than picture story. In conclusion, students who were taught by animated film had better speaking skill than those who were taught by picture story at grade X SMA Plus Binabangsa Pekanbaru.

The result of students' speaking skill of narrative text (pronunciation, grammar, vocabulary, fluency, and comprehension) in experimental class was greater than the students' speaking skill in control class. It caused **animated films proven helped to enhance students speaking skill of narrative text than picture story.** Animated film show story completely so that the students comprehended the story easily. Then, they heard and imitated expression, stress, and intonation of words as the result their vocabulary, pronunciation and fluency to be better. This case facilitated them to retell the story. It also provided them saw properties, background, costume, and plot of the story completely. Those could expand their ideas to retell story.

**It was in line with Stewart's statement (**2006:3). He states that animated films are ideas. It meant that by watching animated films, the students got many ideas for retelling the story. Meanwhile Heinich (1989:206) argues that animated films give students same basic effect on cognitive and motor learning. It means that animated films gave the students both visual and auditory input to learn language totally in which they saw and heard directly. They will process information about story and retell the story easily.

Moreover, Harmer (2002:282) says that in animated film, the students did not only hear language, but also they can see character, climax, anti-climax, moral lesson, situation (background), and properties, and see the use of the language. With the help of the language written and the images of film, the students also can enrich their vocabulary and can improve their grammar. It also facilitated the students to understand the story and improve their language acquisition. In addition, Espinosa

(2012:2) says that film give **entertaining** and motivating to the students in learning and make the students have experience in **real English:** voices, accents, styles, and registers. In fact, students who were taught by animated film had greater gain score of speaking skill of narrative text than those who were taught by picture story.

**Conclusion**

Based on the finding and discussion, the result of study shows that students' speaking skill of narrative text in experimental class is better than students' speaking skill of narrative text in control class at grade X SMA Plus Binabangsa Pekanbaru. It could be concluded that students who are taught by animated film have better speaking skill of narrative text than those who are taught by picture story.

**Suggestion**

Based on the conclusion above, the English teachers are suggested to apply animated films in teaching speaking skill of narrative text.

**Note: This article was written from the writer's thesis at Graduated Program of Padang State University supervised by Prof. Dr. Mukhaiyar, M. Pd. and Dra. Yenni Rozimela, M.Ed., Ph.D.**

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