TEACHING SPEAKING FLUENCY TO JUNIOR HIGH SCHOOL STUDENTS THROUGH ANIMATION MOVIE

Rakhmi Amini[1], An Fauzia Rozanni Syafei[2]
English Department
Faculty of Languages and Arts
Universitas Negeri Padang
email: amini.rakhmi@gmail.com

Abstract

Speaking is one of the four important elements in English. In order to speak English fluently, speakers need to master sub-skills in speaking English which one of them is fluency. The quality of fluency will be effected to the quality of the conversation. Therefore, fluency is needed to be mastered by the students to avoid mis-understanding in the conversation. Nevertheless, the students in Indonesia tend to have several problems to speak fluently. They are, the students' anxiety, get influenced by their mother language, word-choosing or lack in vocabulary, and less motivation in learning English. This paper will discuss how to teaching speaking fuency to Junior High School Students through Animation Movie. The content of Animation Movie is pretty easy to be understood by the students in Junior High School and also it will easily interests students and make the students enjoy the learning process so they can overwhelm their problems in order to speak fluently. The use of Animation Movie in teaching speaking fluency to Junior High School students can be implemented by using scientific approach; Observing, Questioning, Associating, Experimenting and Communicating.

Key words: Speaking Fluency, Animation Movie

A. INTRODUCTION

English becomes important in this globalization era. People have to master English as an International language either for communicative purpose or for academic purpose. In communicative purpose for instance, English is used to transfer and receive information around the world as the global communication. It can be seen from almost all of the countries are using English to communicate with the foreigners. As C. Sharndama (2014) states, "As the world today has become a global village with English as its primary language, the demand for English in different spheres of life is on the increase. The communicative role that English plays as the language of globalization has resulted to its high demand in

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[1] English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2017.
[2] Lecturer of English Department of FBS Universitas Negeri Padang

many spheres of human endeavors". In other words, English is essential to support the communication globally today.

This can be seen for instance in the use of English for academic purposes. It is used for mastering science and technology. It also becomes significantly important for Indonesian students since they need to prepare themselves for ASEAN Economic Community that force them to compete with other job seekers form ASEAN countries. Furthermore, English also can help students to get more knowledge from all over the countries, which can be obtained through the four English skills namely reading, listening, writing and speaking.

From these four skills, speaking seems to be the most important skill that students need to be mastered in order to communicate. As Wijaya (2015) states that people usually share ideas through speaking. It also helps people to attach with their daily life since speaking can be an instrument to express their opinions, thoughts and emotions. To avoid misunderstanding and miscommunication, speakers have to speak fluently. It can be concluded that speaking is one of the important language skills among the four language skills.

However, many students find some difficulties to speak English fluently. For example, Junior High School students find difficulties to communicate in English. This might probably due to factor of anxiety, since English is not their mother-tongue language, they may be influenced by Indonesian or traditional language. As a result, they feel anxiety whether the hearer understand or not about what they are said. The other factor probably due to lack of the ability of choosing the words and expressing their ideas. This condition can make the students hesitant in speaking English and consequently it will affect their confidence. The third factor could be the enthusiasm of students in learning English. Generally, the students do not know the benefits of learning English for their future career. As a result, they think that English is not so important and they do not learn English seriously. Furthermore, the students might not be interested with the material in teaching. Usually, the students only listen to the teacher's explanation and have a little chance to speak at the class. All of those factors above could affect the students' ability to speak fluently. Teacher needs innovation to help the teaching-learning process run well and eventually help the students to speak fluently. Actually, there are some learning media proposed in teaching English such as, digital story telling (Putri & Ardi, 2013), interactive news program (Yostija, Ardi, 2013), game (Sani & Narius, 2014).

The teacher's role is very important to make learning process successful. Teachers need to tell the students how important English is so that the students get motivated to learn English. Furthermore, generally, teacher is using conventional way to teach by only giving the lecture at the class and does not give any opportunities for students to speak up. The teacher does not use media that is adjustable and interesting to seek students' attention.

Based on the problems above, the teachers have to make the creative way in teaching speaking to seek students' attention. According to Rahman (2009:5) "to develop the students' speaking skill, the teaching and learning should be more effective and it is important to the teachers to design the lessons according to the learners' age group and competency level and also in a way that makes the

students are motivated to learn and to speak". Furthermore, Rahman (2009:5) also states that for the Junior High School students, teacher needs to use media to support the learning process, since, media is one of the tools that can be used to support the learning process. It also can be used to control the process of learning at the classroom. However, in general, almost all of English teachers are not able to create or to use the media appropriately. It is probably due to the teachers who do not know kinds of media that should be used in learning process, they do not know either about how to use the media, so they tend to teach speaking skill in conventional way. In addition, the facilities in the school are not totally adequate.

In fact, media is an essential tool to support English learning process especially in teaching speaking. In teaching speaking, teachers can use many kinds of media, such as sounds, realia, pictures, clips, movies, etc. One of the media that can be used to support teaching speaking is movie. Asyhar (2011: 45) states, "Movie can interest students attention because contains of interest picture and familiar story". In addition, Lynch (2006) states "there are five reasons why movie used as teaching media; varieties of accent can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audio-visual elements aids learning, and movies are great to watch". Thus, to maintenance teaching speaking at the class, teachers can use animation movie as an alternative media. Animation movie can also develop students motivation and attention in learning that will lead them to be able to speak fluently.

B. DISCUSSION

Animation movie is one kind of movies that can be used as media in teaching speaking fluency to Junior High School students. By using animation movies, the atmosphere in the classroom will be more enjoyable and the teacher will get students' attention easier than in conventional way. This chapter is going to explain how to use animation movie in teaching speaking fluency to Junior High School students. It is divided into two parts; the teacher's preparation and implementing animation movies to improve speaking fluency for Junior High School students.

The Teacher's Preparation

Teacher has to do a preparation before they come to the classroom in order to do the teaching-learning process run well. The first thing that has to do by the teacher is making a lesson plan. It really helps the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning. In short, the teacher should prepare and plan well what he/she is going to do before come to the class. In the lesson plan the teacher can add it by prepare command, instruction and others that are used when teaching in the classroom.

Next, the teacher needs to prepare the materials that will be taught before teaching in the class. Without prepare the materials the teacher does not know what they are going to teach. Teacher also needs to prepare the additional media that will help students to activate their background knowledge about the material.

Media that is used can be from internet or the teachers can make it by their own. In addition, before entering the class, teacher needs to prepare which animation movie that will be shown to the students. Teacher needs to pay attention whether the movie is appropriate or not to be watched by Junior High School students'. For instance, in this paper the animation movie that will be shown to the students is "Why Rats are Cool". This movie is appropriate for the Junior High School students' age.

Implementation of KWL Strategy in Teaching Process

As the implementation of the using of animation movie in teaching speaking fluency to Junior High School students the animation movie that is choosen is about *Why Rats are Cool*.

Pre- Teaching Activities

Before doing the teaching process, the teacher can start the teaching by doing these some activities:

a. The Teacher greets the student.
b. The Teacher prepares the students to study physically and psychologically.
c. The Teacher checks the classroom environment.
d. The Teacher motivates the students to study.
e. The Teacher makes apperception.
f. The Teacher explains the purpose of the lesson for the day
g. The Teacher starts the process of teaching by preparing the students to learn.

Whilst- Teaching Activities

1. Observing

In this stage, teacher will divide students into a group of three before the movie is shown. Teacher asks students to name their groups based on their favorite character from famous animation movies, for example, Cinderella, Mickey Mouse, Olaf, Snow White or Winnie the Pooh. The purpose of giving the groups' names to make the atmosphere in the classroom become more interesting and enjoyable. Then, teacher prepares the media that will be used, in this case the media that will be used is the animation movie "What's cool about the rats". This should be done in order to build students' background knowledge about what they are going to learn. If the students have background knowledge about the material they will easily speak about it spontaneously and do not hestitant. Next, teacher asks students to pay attention to the movie and watch it carefully. At the second time, students have to repeat after the narrator in the movie. Teacher also asks the students to prepare one question about the movie. This should be done to make sure whether the students pay attention to the movie or not.

2. Questioning

In this stage, students can ask anything about the movie. The students can also ask the question while the video is playing. When the students have something to be asked, they may raise their hands and teacher pause the video and listen to the students' question. The teacher asks the other students to answer their

friend's question. Thus they become interactive in the class and do more speaking. After the video finished, the teacher asks the students about the movie. The students may also ask anything. They may ask about the pronunciation of some difficult or new words that they find in the movie.

3.   Associating

Teacher delivers the theory of the material from the simple to the complex. For instance, teacher may start from asking the students about what does the movie that was shown about. After the student explained the movie, teacher keep asking some simple questions in order to make students connect to the material, for example the questions about how was the movie, what are they talking about, what happen in the video or what is the purpose of the video. After that, teacher gives the other example and associated in the daily life. In associating, teacher also asks students to discuss in their group about the materials. They may discuss about the information that they have already got from the movie "What's cool about the rats". In this step, each groups should have one student that is reliable to supervise their friends and make sure that they are not speaking another language but English. For the student who breaks the rule, they will get punishment that is given by the other students.

4.   Experimenting

This is the time for students to implement the material that they have already got from previous stage. In this case, the students are going to discuss about *What's cool about the rats"*. First of all, teacher will give a chance for a brainstorming session where students can gather the information as much as possible about the movie. Then teacher asks the students to compose a new story based on the movie. The students have to discuss it in their group.

5.   Communicating

In this stage, after the students already have a grasp the knowledge about the material and understand how to produce the language through practices, the students are then, obliged to apply what they have learned and try to produce the text. Teacher will ask students to work individually and get back to their own seat. They have to compose their own story. Students are given 5 minutes to prepare and then the teacher will ask the students randomly to read aloud in front of the class spontaneously. Later on, teacher will point out several students to perform in front of the class.

Post Teaching Activities

In this activity the teacher can see how far the students are able to speak fluently and which student is still not able to speak fluently. Teacher also does some review about the story that has been discussed with asking the related questions about the story. Teacher also asks some in-depth questions about the story of the day. In the end, teacher can summarize about students opinion and

pick some interesting opinions as the best ideas of the discussion. Teacher also can give rewards to the most fluent speaker such as applause from the entire class.

C. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the previous discussion, it can be concluded that one of the best strategies that can used by the teacher in order to teach speaking fluency to Junior High School Students through the animation movie as a media. The conclusion can be explained as follow:

a. The action of using animation movies could attract students' attention, and enthusiasm in the teaching and learning process. The use of animation movies also made the atmosphere in the classroom more relaxed and fun so that the students were interested in learning speaking. This way was effective to make them more confident and enthusiastic toward English especially speaking.

b. The role of animation movie was as text model and stimuli for the students to learn the material. It helped the students to understand the material well through interesting media like animation movies. It was very effective as text model in attracting students' attention and interest.

c. By giving activities, rewards and punishments the students became more active and involved in the teaching learning process. All of the students were able to communicate and cooperate each other in doing the task. The class became more alive so it created a better circumstance to the quality of teaching and learning process.

d. The combination of the use of animation movies and the communicative peaking activities, such as speaking performances, discussions, question and answer sessions and group work were able to make the students speak English. Therefore, the teaching and learning process became more interactive and communicative. The students were able to build their self-confidence to speak English.

Suggestion

1. For The English Teachers

The English teacher should consider the students' needs and interest before designing the materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking. The reason is because it can reduce the students' boredom and increase their interest toward the speaking learning process.

The English teacher should use attractive media to get the students' attention toward English learning process. The reason is because it can increase the students' interest level towards the English learning process especially speaking and to minimize their boredom.

2. **For The School**

The school can apply some efforts to improve the quality of the students' speaking learning process considering the problems that occur in the school, for examples they provide relevant facility for each class like LCD and provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

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