

**THE EFFECT OF USING ANIMATION VIDEO LEARNING
MEDIA ON ENGLISH SPEAKING SKILL AT SMK NEGERI 6
SAMARINDA**

THESIS



By:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF WIDYA GAMA MAHAKAM
SAMARINDA**

2025

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THESIS

Submitted in fulfilment of requirements for the Bachelor degree of English

Language Education Department

Faculty of Teacher Training and Education

University of Widya Gama Mahakam Samarinda



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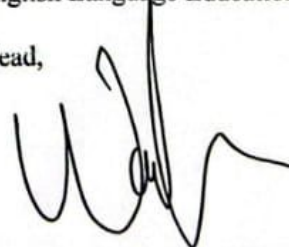
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MOTO AND DEDICATION

“Motivation without action is just a Hallucination”

“Work until you don't have to introduce yourself”

This thesis is dedicated to :

My Parents Mr. Ehsanuddin and Mrs. Sukarni

My beloved sister and brother in-law, and my nephew who always support me.

My Boyfriend M. Ari Maulana Akbar and my lovely friends Anjali, Nana, Feby,

Dina, Rana, Via, Adheka Rizky Savira,

Who always support, prays, and inspire me to be a better person.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis is never been submitted to any other tertiary education institution for any academic degree.
2. This thesis is originally the work of author and its content is never been copied from any other person's publication.
3. If this thesis found as a product of plagiarism, I am as the researcher is willing to accept any consequence in the future.

Samarinda, April 10th, 2025



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CURRICULUM VITAE



Sri Wahyuni, was born in Juni 20th 2003. She was the second child of one sister from the couple of Mr. Ehsanuddin and Mrs. Sukarni.

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PREFACE


All praise and honor to Allah SWT for me who has been given blessings, love, grace, and affection to complete this thesis. This thesis was written as one of the requirements for obtaining a Bachelor of Education in English. The researcher would like to express special gratitude to:

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Needless to say, this thesis is still far from being perfect. The researcher will accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for everyone who concerns with similar research.

Samarinda, 10 April 2025



Sri Wahyuni

ABSTRACT

Sri Wahyuni. 2025. *The Effect of Using Animation Video Learning Media on English Speaking Skill at SMKN 6 Samarinda.*

Thesis: English Language Education Department. Teacher Training and Education Faculty. Widya Gama Mahakam Samarinda University. Advisors: (1) Godefridus Bali Geroda, M.Pd. (2) Dr. Abdul Rohman, M.Pd.

Speaking is one of the most essential skills in English language learning, as it enables learners to communicate effectively in various contexts. However, many students struggle with speaking skills due to factors such as lack of confidence, limited vocabulary, poor pronunciation, and insufficient practice. To address these challenges, educators have explored various teaching methods, including the use of animation video learning media to enhance students' speaking skills. In this research, researcher uses quantitative through quasi-experimental design. Data will be taken from speaking tests in the experimental group and control group. The type of test is a conversational dialogue whose theme will be determined. The findings of this study indicate that the use of animated video learning media has a significant positive effect on students' English-speaking skills. In the Pre-test Statistics Summary in the Experimental Class there are: Average (Mean) 11.4, Highest Score 15, Lowest score 9. And in the Control Class there are: Average (Mean) 10.8, Highest Score 14, Lowest score 8. and in the Post-Test Statistics Summary in the Experimental Class, there is Average (Mean) 14.6, Highest Score 19, Lowest Score 10. And in the Control Class there are: Average (Mean) 11.1, Highest Score 15, Lowest Score 9. The hypothesis testing results, which showed a significance value (Sig.) of 0.000, provide strong evidence that the use of animated videos significantly improves students' speaking performance, leading to better communication skills.

ABSTRACT

Sri Wahyuni. 2025. Pengaruh Penggunaan Media Pembelajaran Video Animasi terhadap Kemampuan Berbicara Bahasa Inggris di SMKN 6 Samarinda.

Skripsi: Departemen Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Widya Gama Mahakam Samarinda. Penasihat: (1) Godefridus Bali Geroda, M.Pd. (2) Dr. Abdul Rohman, M.Pd.

Berbicara adalah salah satu keterampilan terpenting dalam pembelajaran bahasa Inggris, karena memungkinkan pelajar untuk berkomunikasi secara efektif dalam berbagai konteks. Namun, banyak siswa berjuang dengan keterampilan berbicara karena faktor-faktor seperti kurangnya kepercayaan diri, kosakata yang terbatas, pengucapan yang buruk, dan latihan yang tidak memadai. Untuk mengatasi tantangan ini, para pendidik telah mengeksplorasi berbagai metode pengajaran, termasuk penggunaan media pembelajaran video animasi untuk meningkatkan keterampilan berbicara siswa. Dalam penelitian ini, peneliti menggunakan desain kuantitatif melalui kuasi-eksperimental. Data akan diambil dari tes berbicara pada kelompok eksperimen dan kelompok kontrol. Jenis tes adalah dialog percakapan yang temanya akan ditentukan. Temuan penelitian ini menunjukkan bahwa penggunaan media pembelajaran video animasi memiliki efek positif yang signifikan terhadap kemampuan berbicara bahasa Inggris siswa. Pada Ringkasan Statistik Pra-tes Pada Kelas Eksperimen ada: Rata-rata (Rata-rata) 11,4, Skor Tertinggi 15, Skor Terendah 9. Dan di Kelas Kontrol ada: Rata-rata (Rata-rata) 10,8, Skor Tertinggi 14, Skor Terendah 8. dan pada Ringkasan Statistika Pasca Tes pada Kelas Eksperimen terdapat Rata-rata (Rata-rata) 14,6, Skor Tertinggi 19, Skor Terendah 10. Dan di Kelas Kontrol ada: Rata-rata (Rata-rata) 11,1, Skor Tertinggi 15, Skor Terendah 9. Hasil pengujian hipotesis, yang menunjukkan nilai signifikansi (Sig.) 0,000, memberikan bukti kuat bahwa penggunaan video animasi secara signifikan meningkatkan kinerja berbicara siswa, yang mengarah pada keterampilan komunikasi yang lebih baik.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the most essential skills in English language learning, as it enables learners to communicate effectively in various contexts. However, many students struggle with speaking skills due to factors such as lack of confidence, limited vocabulary, poor pronunciation, and insufficient practice. To address these challenges, educators have explored various teaching methods, including the use of animation video learning media to enhance students' speaking skills (Hardianti, 2020).

Animated videos can be entertaining students and create a relaxed and interesting learning situation. Animated videos can also motivate students to be interested in paying attention to the material presented because they provide interesting visualizations for students. Then, animation videos can make students confident when talking to other people. Animated videos are very useful for a teacher when teaching his students speaking skills. In the teaching technique in this research, the English teacher must provide several animated films which makes students interested in seeing it and is easy for students to understand (Nuansari & Sriyanto, 2021).

There are many types of media such as visual, audio, and audio visual. The use of media is very important in the teaching and learning process. By using media, especially technological media and teacher explanations, students can easily understand it. Apart from that, this media can also attract students' attention in class. Because usually students tend to be interested in pictures, music and various colors. This can make children enthusiastic about learning (Neilia Almustaflikhah, 2022).

Using animated videos as interactive learning media, one of the advantages is that it can make students more active in learning interact with learning material. This states that with using this media, every student is given the opportunity to be active in activities learning and can improve their understanding and memory. In the era in modern education, the use of animated videos can have great potential increase student learning motivation and active involvement in learning. There is learning motivation in the learning process is a very important main aspect because will later influence student learning outcomes. Motivation to learn plays a role in develop interest in learning and achieve learning outcomes during the learning process. The challenges faced by students in maintaining their learning motivation are because learning is still very complex and abstract. (Rosmana, 2024).

The use of innovative learning media, such as animated videos, has been identified as one potential solution to overcome this problem. Animated videos offer a combination of visual and audio elements that can improve students' understanding and retention of the material. Apart from that, this media is able to present a more real and interesting context for language use, so that it can facilitate students in understanding appropriate expressions and intonation in English. Several studies have shown the effectiveness of using animated videos in improving students' speaking skills (Hardianti, 2020).

Previous research shows that the use of animated videos in English learning can improve students' speaking skills. For example, research conducted by (Hardianti, 2020) shows that the use of animated videos has a significant influence on students' speaking skills at SMK PGRI *Pekanbaru*. The results of data analysis show that the Sig (2-tailed) value is 0.000, which is smaller than 0.05, so H_a is accepted, and H_o is rejected. In addition, the eta squared value of 0.98 shows a very large influence from the use of animated videos on students' speaking skills.

Apart from that, research by (Nasution, 2023) also shows that the use of English animated videos has a significant influence on students' speaking abilities at SMPN 1 *Sayurmatinggi*. The results showed that the average pre-test score for

the experimental class was 48.75, while the post-test increased to 74.85. The t test shows that t-count (3.070) is greater than t-table (2.00), so H_a is accepted and H_0 is rejected.

B. Research Question

The problem formulation in this research is as follows, the researcher found a problem of the research that is “is there any significant effect of using animation Based on video learning media on students’ English-speaking skill?”

C. Research Objectives

The problem of the researcher mentioned, the objective of the research is to find out significant effect of using animation video learning media on students’ English-speaking skill.

D. Significant of the study

This study is expected to provide significant benefits in multiple aspects of English language teaching and learning. It aims to offer practical solutions for teachers, improve students’ speaking skills, guide educational institutions in adopting multimedia learning tools, and serve as a foundation for future research in the field (Saputri, 2023) By examining the impact of animation video learning media, this study contributes to the advancement of English language education in vocational schools, ensuring that students are better prepared for academic and professional communication in English. Meanwhile, practically, this research is expected to provide benefits and useful information for teachers in classroom learning methods using animated videos to improve the quality of English learning in schools (Pita Wahyu Utami, 2021).

The teachers must provide interesting learning media for students, apart from teachers must take advantage of technological developments as a variation in the use of learning media in schools. There are many media that can be used to

practice skills student speaking, namely audio aids and audio-visual aids. Examples of audio aids are radio, podcasts, songs, and so on, while examples of audio-visual aids are animated videos, films and television. In this research, Animated videos were chosen as a medium for learning speaking skills. Animated video is an audio-visual aid (Nuansari & Sriyanto, 2021).

E. Scopes and Limitations

The scope of this research is conducted on students of SMK Negeri 6 Samarinda. The main focus is on students who are studying English as part of the school curriculum. With an independent variable (Use of animated video-based learning media) and a dependent variable (speaking skills).

The limitations of this research are that it is only conducted in one school, namely SMK Negeri 6 Samarinda, so the results of this research cannot be generalized to other schools or different levels of education. This study only examined speaking skills and did not include other English skills, such as listening, reading, or writing. The research time is limited to 4 meetings, so the long-term effect of using animated videos on students' speaking skills is not analyzed further.

F. Definition of Key-terms

To avoid unfocused discussion in this study, the researcher explains the key terms of this study, as follows:

1. Animation Video

Animated videos are one of the related interactive learning media with technology that has many benefits in learning activities. Videos Animation is a medium for conveying information visually and interactively because it contains elements of color, movement, sound, pictures so it can be a fun learning experience. In this world education, the use of animated videos as

interactive learning media has been carried out and this has become a concern for teachers to utilize their potential.

Use Animated videos can illustrate concepts that are difficult to explain. Using animated videos as interactive learning media, this has advantages, one of which is that it can make students more active in learning interact with learning content. This means that by using this media, every student has the opportunity to be active in activities learning and can improve understanding and memory (Acep Ruswan, 2024).

Animated videos have emerged as an effective tool for improving English language skills, especially speaking, in schools in Indonesia. These videos represent a semi-formal learning environment and incorporate pedagogical values suitable for young learners (Dewi Yana, 2022). Research has shown that animation can be particularly useful for developing speaking skills, which are often weaker than reading and listening skills among Indonesians (Nisa'ul Hafidhoh, 2020). The effectiveness of animated videos is not only limited to English, research shows significant improvements in Indonesian speaking skills for elementary school students compared to traditional lecture methods (Farikhatuz Zahro, 2024). Overall, these findings suggest that video animation is a promising approach to improving speaking skills in Indonesian schools, offering students an engaging and effective learning experience.

2. Speaking skill

Speaking skills are one of the main components in learning English which has a crucial role in oral communication. This skill is not only the ability to pronounce words in English, but also includes fluency, pronunciation, intonation, and vocabulary selection that is appropriate to the context. According to (Brown, 2002), speaking skills are complex abilities that require coordination between linguistic (such as grammar and vocabulary) and non-linguistic (such as confidence and communication strategies). In the context of

learning at school, especially at SMKN 6 Samarinda, speaking skills are a big challenge for students due to various factors, such as limited exposure to English, lack of confidence, and lack of opportunities to practice speaking actively. Many students feel awkward and afraid of making mistakes when speaking, which leads to their low participation in speaking activities in class. Therefore, a learning method is needed that can increase students' motivation and involvement in speaking English, one of which is through the use of animated video media as a learning tool (Pita Wahyu Utami, 2021). Animated video media provides a more interesting and interactive learning experience because it is able to present content in easy-to-understand visual form. Several studies have shown that the use of animated videos in language learning can help improve students' speaking skills by providing correct pronunciation models, improving vocabulary memory, and helping them understand the context of conversation more deeply (Wahyuni, 2021).

In addition, animated videos can also reduce students' anxiety when speaking because they can practice in a more relaxed and fun way. In learning speaking skills, there are several main aspects that must be considered. First, fluency in speaking, which is the ability to speak without many pauses and obstacles. Second, accuracy or accuracy in using grammar and vocabulary. Third, pronunciation, which includes clarity in the pronunciation of words so that they can be understood well by listeners. Fourth, coherence and cohesion, which is the ability to arrange sentences and ideas logically so that conversations can flow well. All of these aspects must be developed simultaneously so that students can communicate effectively in English. By providing a more engaging learning environment and providing authentic conversational models, this media is expected to help students overcome barriers in speaking and improve fluency and accuracy in communicating. In addition, this study also aims to find out the extent of the effectiveness of animated videos in creating a more active and interactive learning experience for students, especially in speaking skills (Nisa'ul Hafidhoh, 2020).

CHAPTER II

LITERATURE REVIEW

A. Concepts of Teaching

The learning concept that the researchers carried out aims to find out whether it is effective to apply learning using modern methods, namely using animated videos to increase students' motivation and interest in learning so that students are able to understand and have speaking skills. The entertaining nature of animations grabs students' attention, making them more eager to participate in speaking activities. Students will be asked to watch and listen to animated videos about English learning material, then students will be asked to take notes and understand the material from the animated videos. The activity continues with speaking exercises such as role plays, retelling the contents of animated videos, or presentations. Evaluation includes an assessment process through observation and speaking tests (Hardianti, 2020).

B. Concepts of Speaking

Speaking skills are very important in learning English, but many students struggle with fluency and confidence. Several approaches have been explored to improve speaking ability (Atik Rokhayani, 2015). Modern technology, such as language laboratories, videos, and digital dictionaries, can be effective tools for teaching speaking skills (Kuning, 2019). In addition, public speaking English can help build students' self-concept and confidence in using the language, especially when teachers apply effective communication patterns (Nicky Wulandari, 2022). These methods aim to motivate students, improve their speaking proficiency, and prepare them for future career opportunities by improving their English communication skills.

This skill is the main means of conveying messages, ideas, and information orally. According to Brown, speaking is a productive skill that can be observed directly and involves an interactive process of building meaning through the production, reception, and processing of speech sounds. In addition, Nasution stated that successful oral communication involves several important aspects, such as mastery of phonological features, intonation, fluency in speaking, interaction skills, and the ability to listen to conversations. Speaking is also considered a process of exchanging information that demands accuracy and fluency. However, there are several challenges in speaking mastery, including differences in language structure, performance variables, colloquial language, and pressure and intonation factors. Therefore, in learning English, speaking must be taught with the right approach so that learners can communicate effectively (Nasution, 2023).

1. Definition of Speaking

Speaking is an activity to explain someone in a certain situation or activities to report something. This matter explains that speaking is a way of communicating that can influence someone's life. Speaking is also a way to express what we feel then realized in the form of a spoken language process between two or more people. Speaking skills are very important for the communication process, because by having good speaking skills the communication will run well. Speaking skills are language skills that can develop in students' lives, where when students begin to understand and are motivated, that is where their speaking skills will develop. In everyday life, humans must have speaking skills to be able to communicate well with other people, because by communicating well, social contact will be created and this will build a relationship (Hardianti, 2020).

Speaking is one of the key skills in communication that has an important role in daily life. According to (Pita Wahyu Utami, 2021), speaking is a skill that allows a person to express ideas, opinions, feelings, and information to

others orally. (Brown, 2002) also states that speaking is an interactive process that involves the production, reception, and processing of information in oral form. In the context of learning English, speaking skills are an important aspect that students must master. However, many students have difficulty speaking due to limited vocabulary, lack of grammatical understanding, and low self-confidence. Therefore, effective learning approaches, such as the use of audiovisual media, can help improve students' speaking skills by providing a more real context in language learning.

2. Aspects of Speaking

In learning a language, especially English, speaking is one of the most fundamental skills that students must master. Effective communication requires not only the ability to produce words but also the ability to organize them correctly, pronounce them properly, and deliver messages with clarity. Several key aspects contribute to speaking proficiency, including comprehension, fluency, vocabulary, pronunciation, and grammar. These elements work together to ensure smooth and effective oral communication. Mastering these aspects will enable learners to interact confidently in various speaking contexts, such as daily conversations, public speaking, and academic discussions. The following is a detailed explanation of each aspect and its importance in developing speaking skills. Following explanation:

a. Comprehension

Comprehension is the ability to understand spoken language and respond appropriately based on the context of the conversation. This aspect is crucial because effective communication is a two-way process that requires both speaking and listening skills. A speaker must not only express their thoughts clearly but also understand the responses from their conversation partner. If a person has poor comprehension, they may struggle to follow

discussions, respond appropriately, or grasp the nuances of a conversation. In learning speaking skills, comprehension involves understanding the meaning of words, recognizing sentence structures, and interpreting the speaker's tone and intent. Students with strong comprehension skills can engage in conversations more effectively because they can process information quickly and provide relevant responses. Teachers play an essential role in developing students' comprehension by exposing them to diverse listening materials, such as dialogues, interviews, and real-life conversations. Interactive activities such as role-playing, storytelling, and discussions can also help students enhance their ability to understand and respond in spoken English (Rahmawaty, 2016).

b. Fluency

Fluency is the ability to produce spoken language with a good flow and without unnecessary interruptions. This includes speed of speaking, fluency in constructing sentences, as well as the ability to communicate clearly and easily understood. Students' fluency in language skills is not only focused on how students produce language fluently or fluently, but students also need to consider the appropriateness of what is they want to talk about, or what can also be called accuracy. Accuracy is an important aspect of speaking skills. David Nunan said that "accuracy is the extent to which students' speech matches what people actually say when they use the target languages. Accuracy is the student's ability to organize and pronounce proper English words. Without accuracy, someone will not have good speaking skills.

Fluency refers to the ability to speak smoothly, naturally, and without unnecessary pauses or hesitations. A fluent speaker can articulate their ideas clearly, allowing the conversation to flow without major disruptions. However, fluency is not just about speed; it also involves coherence and logical organization of thoughts. When students hesitate too much or struggle to find the right words, their communication may become unclear and difficult to follow.

To improve fluency, students must engage in regular speaking practice and be encouraged to express their ideas without fear of making mistakes. One effective way to develop fluency is through conversation-based activities such as debates, storytelling, and impromptu speeches. Additionally, exposure to native English speakers through videos, podcasts, and interactive media can help students become familiar with natural speech patterns. Fluency improves with consistent practice, and students should be motivated to speak as much as possible without focusing too much on grammatical perfection in the initial stages. Over time, they can refine their accuracy while maintaining fluency (Rahmawaty, 2016).

c. Vocabulary

Vocabulary is a collection of words that a person knows or is part of a particular language. Vocabulary can be defined as a collection of all the words that are understood or all the words that might be used to compose new sentences. Teachers should also realize that having a broad vocabulary can be beneficial for students. Students may have difficulty expressing their ideas without mastering vocabulary. Students need to practice their skills in spoken language. Therefore, it is very important for teachers to be able to motivate students to actively use English as often as possible with as much appropriate vocabulary as possible. Speaking skills are productive skills that require someone to master vocabulary well. The more vocabulary one masters, the easier it will be for someone to form sentences. Increasing one's vocabulary is generally considered to be an important part of the process of learning a language or developing one's abilities in the language one has mastered (Rahmawaty, 2016).

d. Pronunciation

Pronunciation is also very important in teaching speaking skills because with good pronunciation the listener will easily understand what is being said. We must understand and have the correct pronunciation, because by speaking using the correct pronunciation we will not cause any misunderstandings talk to someone. Keeping your pronunciation correct can help master the language faster and become more fluent. If often Pronunciation correctly can also increase trust self and speaking skills. Pronunciation refers to the correct articulation of words, including the proper use of stress, intonation, and rhythm. Clear pronunciation is essential for effective communication, as poor pronunciation can lead to misunderstandings or difficulty in being understood by listeners. Even if a speaker has an extensive vocabulary and good grammatical knowledge, unclear pronunciation can make their speech difficult to follow.

One of the best ways to improve pronunciation is through listening and imitation. Students should listen to native speakers, paying close attention to how words are pronounced and how sentences are delivered with natural rhythm and intonation. They can practice by repeating words, using phonetic exercises, and engaging in pronunciation drills. Modern learning tools, such as animated videos, audiobooks, and speech recognition software, can provide valuable assistance in improving pronunciation. Additionally, teachers should provide corrective feedback and encourage students to practice speaking aloud regularly. Over time, consistent practice will help students develop more natural and comprehensible pronunciation (Rahmawaty, 2016).

e. Grammar

Grammar is the rules of a particular language or rules in the language used to arrange words and elements others into sentences good and correct language, so that he provide meaning or meaning for someone who uses the

language, good at speaking, or hear, also deep writing or reading Grammar is the set of rules that govern how words are structured into meaningful sentences. It ensures clarity and accuracy in communication, helping speakers convey their intended message without confusion. Good grammar allows speakers to construct logical, coherent, and grammatically correct sentences. However, while grammar is important, focusing too much on it during speaking practice can hinder fluency, as students may become overly cautious and hesitant when forming sentences.

Common grammatical challenges in speaking include subject-verb agreement, tense usage, and sentence structure. For example, incorrect verb tense usage can lead to misunderstandings about when an event occurred, while incorrect word order can make a sentence unclear. To improve grammatical accuracy, students should engage in structured speaking exercises that integrate grammar practice, such as role-playing, interactive storytelling, and guided conversations. Teachers should also create an environment where students feel comfortable making mistakes and learning from them.

One effective approach is to provide students with targeted grammar instruction in context rather than isolated drills. For instance, if students are learning past tense, they can practice storytelling or discussing past events. This allows them to apply grammatical concepts in real communication rather than memorizing rules without practical usage. Over time, this method will help students develop both grammatical accuracy and confidence in speaking (Rahmawaty, 2016).

C. Technology-Based Learning

Technology-based learning refers to the integration of digital tools and resources in the teaching and learning process. It involves the use of technology, such as computers, the internet, multimedia, and software applications, to facilitate and enhance the learning experience. Technology-based learning is seen as an essential approach in modern education, as it enables students to access

educational materials, interact with content in dynamic ways, and engage in self-directed learning.

In the context of language learning, technology-based learning can take many forms, such as online courses, interactive language apps, e-learning platforms, and multimedia resources like videos, animations, and simulations. One significant benefit of technology-based learning is its ability to create interactive and engaging learning environments, which motivate students to actively participate in the learning process. According to (Mayer, 2009), the use of multimedia in education, such as videos and animations, can greatly enhance cognitive engagement and retention of information by combining visual and auditory stimuli. Multimedia Learning Theory by Richard E. Mayer states that people learn better from words and pictures than from words alone. This theory is particularly relevant in the context of technology-based learning, as it explains how multimedia technology can be used to improve information understanding and retention. “People learn more deeply from words and pictures than from words alone” (Mayer, 2009).

Technology-based learning approaches are increasingly being implemented in schools to improve student engagement and learning outcomes. Animated videos have emerged as an effective technology-based learning medium in schools, increasing student motivation and learning outcomes. Technology-based learning is becoming increasingly important in modern education, offering new opportunities to improve the learning process. The integration of digital technology in elementary schools has shown positive effects on students' motivation, engagement, and critical thinking skills (Miftahul Jannah, 2020). Teachers play an important role in implementing technology-based learning, because their digital skills and creative thinking are more important than the availability of digital equipment (Miftahul Jannah, 2020).

D. Review of Previous Study

In supporting this research, the researcher reviews the related finding which discussed some problems with this research. First, Increasing Students' Speaking Achievement Through Animation Movie by Dian Shafwati Universitas Lampung, Indonesia. The application of animated videos in learning has been proven to significantly improve students' abilities in speaking skills. This can be seen from the students with post-test scores obtained after treatment with the video animation method. Animation Videos really help students understand and motivate students in learning because the video animations are very good, interesting, and can stimulate thoughts, feelings, attention, and willingness to learn (Shafwat, 2021).

Second, The Use of Animation Video as Online Learning Media to Teach English for Young Learners by Neilia Almustaflikha Universitas Harapan Bangsa. Based on the researcher's explanation, it can be concluded that online learning is intended for young learners has its own challenges so it requires approaches, methods and media that can motivate and are easy to understand. Whichever is appropriate the use of learning media has a very important role in determining the success of the teaching and learning process. This research proves that animated videos are an effective learning medium to use for teaching English to young students (Neilia Almustaflikhah, 2022).

Third, Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate by Atik Rokhayani Universitas Muria Kudus. The results of this research show an increase in skills students speak using English Debate techniques. This improvement can be seen based on the results of the speaking scores given to students containing the results of cycle I and cycle II scores. Value results on cycle I showed an average class score of 69.28. In cycle II the average class score increased to 80.14, meaning there was an increase of 10.86%. from cycle I to cycle II. This increase in average value proves success improve students' English language skills. Effectiveness English debate as a learning technique can be seen from the results of observations (Cahyo, 2015).

Fourth, Pengembangan Media Video Animasi Menggunakan Aplikasi Kinemaster Pada Mata Pelajaran Ipa Kelas Iv Sdn14 *Koto Baru* by Mellisa Angrayni Universitas Dharmas Indonesia. Based on product development and trials that have been carried out by researchers at SDN 14 *Koto Baru* on animated learning video media, it can be concluded as follows: The development of animated video media using the ADDIE model was tested on fourth grade students at SDN 14 *Koto Baru*. The effectiveness of animated video media as assessed from the results of tests given to students obtained a percentage of 76% in the effective category so it can be said that using this animated video media effectively can increase students' KKM scores (Angrayni, 2023).

Fifth, Pengembangan Media Video Pembelajaran Animasi Berbasis Kinemaster Untuk Meningkatkan Efektivitas Pada Mata Pelajaran Ipa Siswa Kelas Iv Sdn Kedaleman Iv by Nurdiana Siti Alifa Universitas Sultan Ageng Tirtayasa, Serang, Indonesia. On the application of learning media-based animation video kinemaster in class IV science subjects that is, after the test try the results obtained in the category are very good, so no evaluation or improvement is required. Effectiveness of using video media Kinemaster-based animation learning towards science subjects, namely students really understand the material and really interested in learning science so it is very effective to be used in the learning process.

E. Hypothesis

This research aims to analyze whether there is an influence from video animation on students' speaking skills. As in the Research Question, this hypothesis will be formulated and examined in this research:

H₀: There is no effect of video animation on speaking skills

H_a: There is an effect of video animation on speaking skills

In this research, Hypothesis Testing will be carried out using the T-test to show whether an independent variable partially influences the Dependent variable

(Ghozali, 2013). Test criteria with a significance level (α) = 0.05 are determined as follows:

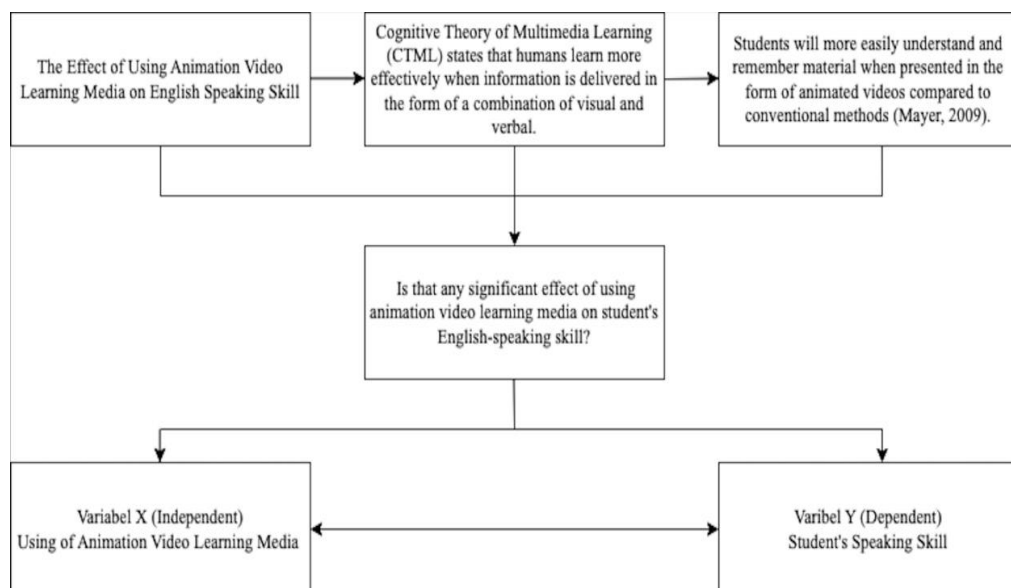
1. If the significant value is $<\alpha$, then H_0 is rejected and H_a is accepted.
2. If the significant value is $>\alpha$, then H_0 is accepted and H_a is rejected.

F. Theoretical Concepts

Cognitive Theory of Multimedia Learning (CTML) is a theory developed by Richard E. (Mayer, 2009). This theory explains how individuals process and understands information presented in the form of a combination of text, images, audio, and animation. Based on Mayer's Multimedia Learning Theory (2009), video animations are designed by combining audio narration and visual illustrations to facilitate student understanding. The principle of segmentation is applied by dividing the video into short parts, followed by speaking practice sessions. "In addition, the principle of coherence is used by eliminating irrelevant elements such as noisy background music, so that students focus on the learning material.

G. Conceptual Framework

Chart 1 Conceptual Framework



The first column is the main title: "The Effect of Using Animation Video Learning Media on English Speaking Skills." Next, in the second column, namely Basic Theory: Referring to the Cognitive Theory of Multimedia Learning (CTML) which states that humans learn more effectively if information is conveyed in the form of a combination of visual and verbal. And the next column is the theoretical assumptions explains that students understand and remember material more easily if it is presented in the form of animated videos compared to conventional methods (Mayer, 2009). The column down is the Research Question: "Is that any significant effect of using animation video learning media on students' English-speaking skills?" (Is there a significant effect of using animated video learning media on students' English-speaking skills?). The bottom column is the variables in the research: Variable X (Independent Variable): Use of Animation Video Learning Media. Variable Y (Dependent Variable): Students' Speaking Skills.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this research, researcher uses quantitative through quasi-experimental design. Quantitative research methods are a method to test a particular theory by testing the relationship between independent variable (Use of animated video-based learning media) and a dependent variable (speaking skills). These variables must be measured, and the data is in the form of numbers that can be analysed based on statistical procedures. Therefore, this research uses an experimental type research, because researchers want know the effect of using animated video media on students' speaking skills.

Researchers took two groups as samples for this research, namely a quasi-experimental class that uses animated video media and a control class without animated video media. Before carrying out treatment, both groups were given pre-test to determine their ability in speaking skills. So, researchers provided treatment using animated video media in the experimental class, while not in the control class (Lestari, 2021).

B. Population and Sample

This research was be carried out at SMK Negeri 6 Samarinda, East Kalimantan. The research sample with cluster random sampling was 2 classes from SMK Negeri 6 Samarinda consisting of 29 students in class 11 GP 1 in the experimental class and 33 students in class 11 GP 2 in the control class.

Cluster random sampling is a regional sampling method in which the population is divided into several groups (cluster) and certain groups are selected at random (Riyani, 2021).

C. Research Instrument

The instrument in this study uses a speech test. The test is in the form of a conversation dialogue with a predetermined theme, namely; libraries, dinners, and cinema adopted from the previous thesis. This test is used to obtain data about students' English language skills before and after treatment. This test will be applied to the pre-test and post-test. A pre-test will be given to both the experimental group and the control group to find out students' initial knowledge about speaking skills and a post-test will be given after implementing learning with animated videos in the experimental group to find out differences in the effectiveness of using animated videos. and the assessment that will be used is based on the assessment rubric adopted from Brown, 2004.

The rubric has 5 parts, namely; Pronunciation, Fluency, Grammar, Vocabulary, and Comprehension. There are also scores of 1 to 4 that will assess students' speaking tests. To assess it I have recorded they voice and photographed the results of the pre-test and post-test that have been done, after that I assessed the Pronunciation and Fluency using a tool in the form of google translate. From the results of the conversation text that they have made, I assess it by comparing the Pronunciation sentences in Google Translate with the students' voices that I have recorded, then I can assess the score from rubrics 1 to 4 in which group the students' pronunciation is. To assess Grammar and Vocabulary I use an AI tool, namely Gemini.ai to help me whether the Grammar and Vocabulary of the conversation text that the student has made is correct or inappropriate based on the rubric score, also with Comprehension I judge how well this child understands what he says and writes.

This theory refers to the principles of AI Ethics and Responsible AI, which emphasizes that the development and utilization of AI must be carried out by prioritizing human rights, justice, and accountability. “AI systems should be designed in ways that respect fundamental rights, promote human agency, and ensure fairness, transparency, and accountability” (Luciano Floridi, 2019).

This theory emphasizes that the use of Gemini AI-as a representation of advanced artificial intelligence-should be based on ethical principles that uphold responsibility, transparency, data security, and human values. This technology is not only a tool, but also has a significant social impact, so its use must be accompanied by moral wisdom and ethical considerations.

Table 1 Classification of Students' Speaking Score by Brown, (2004)

| Criteria | Score 1 (Poor) | Score 2 (Fair) | Score 3 (Good) | Score 4 (Excellent) |
|---------------|--|---|---|---|
| Pronunciation | Difficult to understand | some errors but understandable | Mostly clear with minor errors | Clear and natural pronunciation |
| Fluency | Many pauses and hesitation | Some hesitation but can continue | Speaks smoothly with a few pauses | Speaks naturally with good rhythm |
| Grammar | Frequent errors, difficult to understand | Some grammar mistakes, but meaning is clear | Good grammar with minor mistakes | Almost no grammatical mistakes |
| Vocabulary | Limited vocabulary, repeats words | Uses simple words with some repetition | Uses a variety of words | Uses rich vocabulary with correct word choice |
| Comprehension | Does not understand questions well | Understands basic questions, needs repetition | Understands well and responds correctly | Fully understands and responds naturally |

D. Validity and Reliability Instrument

1. Validity of Test

Table 2 Correlations Validity of Test

Correlations

| | | Comprehension | Fluency | Pronunciation | Vocabulary | Grammar |
|---------------|-----------------|---------------|---------|---------------|------------|---------|
| Comprehension | Pearson | | | | | |
| | Correlation | 1 | ,516** | ,418* | ,555** | ,382* |
| | Sig. (2-tailed) | | ,001 | ,011 | ,000 | ,021 |
| | N | 36 | 36 | 36 | 36 | 36 |
| Fluency | Pearson | | 1 | | | |
| | Correlation | ,516** | | ,721** | ,430** | ,415* |
| | Sig. (2-tailed) | ,001 | | ,000 | ,009 | ,012 |
| | N | 36 | 36 | 36 | 36 | 36 |
| Pronunciation | Pearson | | | 1 | | |
| | Correlation | ,418* | ,721** | | ,348* | ,399* |
| | Sig. (2-tailed) | ,011 | ,000 | | ,038 | ,016 |
| | N | 36 | 36 | 36 | 36 | 36 |
| Vocabulary | Pearson | | | | 1 | |
| | Correlation | ,555** | ,430** | ,348* | | ,445** |
| | Sig. (2-tailed) | ,000 | ,009 | ,038 | | ,006 |
| | N | 36 | 36 | 36 | 36 | 36 |
| Grammar | Pearson | | | | | 1 |
| | Correlation | ,382* | ,415* | ,399* | ,445** | |
| | Sig. (2-tailed) | ,021 | ,012 | ,016 | ,006 | |
| | N | 36 | 36 | 36 | 36 | 36 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

This table presents the results of the Pearson correlation test between five variables: Comprehension, Fluency, Pronunciation, Vocabulary, and Grammar, with a total of 36 data (N). The correlation table shows the strength and direction of the relationship between each pair of variables. Pearson's

correlation values range from -1 to +1, where a positive value indicates a positive relationship, a negative value indicates a negative relationship, 1 and a value of 0 indicates no relationship. 2 Significance values (Sig. 2-tailed) indicate whether the relationship is statistically significant.

From the table, we can see that Comprehension has a significant positive correlation with Fluency (0.516, $p < 0.01$), Pronunciation (0.418, $p < 0.05$), Vocabulary (0.555, $p < 0.01$), and Grammar (0.382, $p < 0.05$). Fluency had a very strong positive correlation with Pronunciation (0.721, $p < 0.01$), as well as a significant positive correlation with Vocabulary (0.430, $p < 0.01$) and Grammar (0.415, $p < 0.05$). Pronunciation also had a significant positive correlation with Vocabulary (0.348, $p < 0.05$) and Grammar (0.399, $p < 0.05$). Vocabulary has a significant positive correlation with Grammar (0.445, $p < 0.01$).

Overall, this table shows that there is a significant positive relationship between all the variables tested. The strongest relationship is between Fluency and Pronunciation, which suggests that students who are fluent in speaking tend to have good pronunciation, and vice versa.

2. Reliability of Test

Table 3 Reliability of Test

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .804 | 5 |

The table shows that Cronbach's Alpha value is 0.804 with a total of 5 items. Cronbach's Alpha is a statistic used to evaluate how consistently items on a scale measure the same construct. Cronbach's Alpha values range from 0 to 1, where higher values indicate better reliability.

In this case, Cronbach's Alpha value of 0.804 indicates that the measurement scale has good reliability. In general, an Alpha score of 0.70 or higher is considered acceptable, and a score of 0.80 or higher is considered good. Therefore, it can be concluded that the items in this scale have high internal consistency and are reliable for measuring the construct in question.

A total of 5 items indicates that the measurement scale consists of 5 questions or items.

E. Data Collection Technique

Data will be taken from speaking tests in the experimental group and control group. Researchers used pre-test and post-test for both groups during 4 meetings. The type of test is a conversational dialogue whose theme will be determined. There are several steps that researchers take in collecting data, at the first pre-test meeting the experimental group and control group will be given the same learning test, namely a conversation between 2 people with a maximum duration of 3-4 minutes.

Before performing, students have 15 minutes to prepare, students can create a conversation based on one from three themes, namely, library, have a dinner, and cinema. After that, the researcher will provide animation video treatment in the experimental class only, while for the control class, traditional learning will be given, in 3 meetings. After that, at the last meeting, the same post-test will be carried out on the experimental group and the control group. The researcher took an assessment of the test based on the assessment rubric that had been adopted from Brown, 2004. After that, the researcher collected the data and calculated it using a t-test in the SPSS application.

F. Data Analysis Technique

In analyzing research data, there are several stages that must be carried out, namely assessing students' speaking test results based on the correct and

appropriate speaking test answers used in the initial test. In the initial test both classes were tested with the same speaking ability and in the post-test one of the experimental classes would be given material with animated videos. In conducting research, data analysis needs to be carried out to compile data obtained from the field. Data analysis is carried out to answer questions from research problems with data that will be obtained through pre and post-tests. The student score data is processed using the SPSS application by first inputting the student score data into Ms. excel. Researchers analyzed the data using the Independent Sample T-test. Because the sample was small and the groups were independent, a t-test was carried out for independent samples to determine whether there were differences between the experimental group and the control group.

G. Data Validation

The validation of the data in this study aims to ensure that the instruments used are accurate and consistent in measuring students' speaking skills after using animated videos as a learning medium. Validation is carried out through content validity, construction validity, reliability testing, and the use of tests adopted from previous research. In testing Validity and Reality, it will be carried out in one class apart from the experimental and control classes. The results of the data collection will be compiled with Ms. Excel and processed using the SPSS application.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the results of the research. It talks about the effect of using animation video learning media on English speaking skill. Researchers have Collect data using pretest and posttest. This research applies quantitative method. The research uses a t-test formulation to test the hypothesis.

A. Description of Data

1. The Students' Score of Pre-Test

Table 4 Student's Score of Pre-Test

| Pre-Test Score | Experimental Class (29) | | Control Class (33) | |
|----------------|-------------------------|--------|--------------------|--------|
| | Freq. | (F)% | Freq. | (F)% |
| ≤60 | 3 | 10.34% | 3 | 9.09% |
| 61-80 | 26 | 89.66% | 30 | 90.91% |
| ≥81 | 0 | 0% | 0 | 0% |
| Mean | 11.4 | | 10.8 | |
| Max Score | 15 | | 14 | |
| Min Score | 9 | | 8 | |

The table shows the distribution of pre-test scores for the two classes:

In the Score Category ≤ 60 in the Experimental Class, there were 3 students (10.34%) who scored ≤ 60 . In the Control Class, there were 3 students (9.09%) who got a score of ≤ 60 . In the Score Category 61-80 in the Experimental Class, there were 26 students (89.66%) who scored in this range. In the Control Class, there were 30 students (90.91%) who scored in this range. In the Category Score ≥ 81 in the Experimental Class, 0 students (0%) scored ≥ 81 . In the Control Class, 0 students (0%) scored ≥ 81 . And in Statistics Summary In the Experimental Class there are: Average (Mean) = 11.4, Highest Score = 15, Lowest score = 9. And in the Control Class there are: Average (Mean) = 10.8, Highest Score = 14, Lowest score = 8.

This table shows that before treatment, the majority of students from both classes had scores in the range of 61-80, with almost the same average score.

2. The Students' Score of Post-Test

Table 5 Student's Score of Post-Test

| Pre-Test Score | Experimental Class (29) | | Control Class (33) | |
|----------------|-------------------------|--------|--------------------|------|
| | Freq. | (F)% | Freq. | (F)% |
| ≤ 60 | 0 | 0% | 0 | 0% |
| 61-80 | 26 | 89.66% | 33 | 100% |
| ≥ 81 | 3 | 10.34% | 0 | 0% |
| Mean | 14.6 | | 11.1 | |
| Max Score | 19 | | 15 | |
| Min Score | 10 | | 9 | |

The table shows the post-test results after treatment:

In the Category of Score ≤ 60 in the Experimental Class 0 students (0%) got a score of ≤ 60 . In the Control Class 0 students (0%) scored ≤ 60 . In the Score Category 61-80 in the Experimental Class, there were 26 students (89.66%) who scored in this range. In the Control Class, there were 33 students (100%) who scored in this range. In the Score Category ≥ 81 in the Experimental Class, there were 3 students (10.34%) who scored ≥ 81 . In the Control Class 0 students (0%) scored ≥ 81 . And in the Statistics Summary in the Experimental Class, there is Average (Mean) = 14.6, Highest Score = 19, Lowest Score = 10. And in the Control Class there are: Average (Mean) = 11.1, Highest Score = 15, Lowest Score = 9.

The conclusion is both classes had almost the same initial ability, indicated by the similar distribution of pre-test scores. After treatment, the experimental class showed a more significant score improvement than the control class. Most likely, the treatment given in the experimental class was more effective in improving student learning outcomes than the methods used in the control class.

B. Hypothesis Test

1. Data Normality Test

Table 6 Data Normality Test

Tests of Normality

| | Kelas | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|------------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| PreTest | Control Group | ,145 | 33 | ,074 | ,943 | 33 | ,084 |
| | Experiment Group | ,140 | 29 | ,156 | ,947 | 29 | ,155 |
| PostTest | Control Group | ,167 | 33 | ,021 | ,961 | 33 | ,273 |
| | Experiment Group | ,143 | 29 | ,137 | ,972 | 29 | ,606 |

a. Lilliefors Significance Correction

The normality test was carried out using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk. For the Pre-Test, the Control Group showed a Kolmogorov-Smirnov statistical value of 0.145 with a degree of freedom (df) of 33 and a significance (Sig.) of 0.074. In the Shapiro-Wilk test, the statistical value is 0.943 with a df of 33 and a significance of 0.084. The Experimental Group in the Pre-Test had a Kolmogorov-Smirnov statistical value of 0.140 with a df of 29 and a significance of 0.156, and a Shapiro-Wilk statistical value of 0.947 with a df of 29 and a significance of 0.155. For the Post-Test, the Control Group showed a Kolmogorov-Smirnov statistical value of 0.167 with a df of 33 and a significance of 0.021, as well as a Shapiro-Wilk statistical value of 0.961 with a df of 33 and a significance of 0.273. The Experimental Group in the Post-Test had a Kolmogorov-Smirnov statistical value of 0.143 with a df of 29 and a significance of 0.137, and a Shapiro-Wilk statistical value of 0.972 with a df of 29 and a significance of 0.606.

The interpretation of this result is as follows: If the significance value (Sig.) is greater than 0.05, then the data is considered normally distributed. In this case, the Pre-Test and Post-Test for both groups showed a significance value greater than 0.05 on the Shapiro-Wilk test, which is generally preferred for small samples.

2. Homogeneity Test

Table 7 Homogeneity Test
Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|----------|--------------------------------------|------------------|-----|--------|------|
| PreTest | Based on Mean | ,151 | 1 | 60 | ,699 |
| | Based on Median | ,069 | 1 | 60 | ,794 |
| | Based on Median and with adjusted df | ,069 | 1 | 59,499 | ,794 |
| | Based on trimmed mean | ,147 | 1 | 60 | ,703 |
| PostTest | Based on Mean | 2,053 | 1 | 60 | ,157 |
| | Based on Median | 1,711 | 1 | 60 | ,196 |
| | Based on Median and with adjusted df | 1,711 | 1 | 56,817 | ,196 |
| | Based on trimmed mean | 1,912 | 1 | 60 | ,172 |

The variance homogeneity test aims to find out whether the variance between data groups is the same or not. In the Pre-Test, the Levene Statistic value based on the average (Based on Mean) was 0.151 with a degree of freedom (df1) 1 and (df2) 60, and a significance (Sig.) of 0.699. Based on Median, the Levene Statistic value is 0.069 with df1 1, df2 60, and Sig. 0.794. When using the median with adjusted degrees of freedom (Based on Median and with adjusted df), the Levene Statistic values remain 0.069, df1 1, df2 59.499, and Sig. 0.794. Based on trimmed mean, the Levene Statistic value is 0.147 with df1 1, df2 60, and sig. 0.703. On Post-Test, the average Levene Statistic value is 2.053 with df1 1, df2 60, and Sig. 0.157. Based on

the median, the Levene Statistic value is 1.711 with df1 1, df2 60, and Sig. 0.196.

When using the median with the degree of freedom adjustment, the Levene Statistic values remained at 1.711, df1 1, df2 56.817, and Sig. 0.196. Based on the truncated mean, the Levene Statistic value is 1.912 with df1 1, df2 60, and Sig. 0.172.

The interpretation of this result is as follows: If the significance value (Sig.) is greater than 0.05, then the variance between the data groups is considered homogeneous. In this case, all significance values for Pre-Test and Post-Test are greater than 0.05, which means the variance between the data groups is homogeneous. It satisfies the homogeneity assumption of variance required for inferential statistical tests such as t-tests or ANOVAs.

C. Hypothesis Testing

Table 8 Independent Sample T-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| PreTest | Equal variances assumed | ,151 | ,699 | -,5147 | 60 | ,000 | -2,126 | ,413 | -,2953 | -1,300 |
| | Equal variances not assumed | | | -,5143 | 58,783 | ,000 | -2,126 | ,413 | -,2954 | -1,299 |

| | | | | | | | | | | |
|----------|--------------------------------------|-------|------|------------|--------|------|--------|------|------------|--------|
| PostTest | Equal variances assumed | 2,053 | ,157 | - 7,960 | 60 | ,000 | -3,828 | ,481 | - 4,789 | -2,866 |
| | Equal variances not assumed | | | - 7,825 | 52,194 | ,000 | -3,828 | ,489 | - 4,809 | -2,846 |

In the Pre-Test, Levene's test showed an F value of 0.151 and a significance of 0.699, which means that the variances between the groups were considered equal (Equal variances assumed). The results of the t-test showed a t-value of -5.147 with a degree of freedom (df) of 60 and a significance of 0.000, which indicated a significant difference between the Pre-Test mean of the two groups. The mean difference is -2.126 with a standard error of 0.413, and a 95% confidence interval between -2.953 and -1.300. If the Equal variances are not assumed, the t-value is -5.143 with a df of 58.783 and a significance of 0.000, with a slightly different mean of difference and confidence interval. In the Post-Test, Levene's test showed an F value of 2.053 and a significance of 0.157, which also means that the variance between the groups was considered equal. The t-test results showed a t-value of -7.960 with a df of 60 and a significance of 0.000, which indicated a significant difference between the Post-Test mean of the two groups.

The mean difference is -3,828 with a standard error of 0,481, and a 95% confidence interval between -4,789 and -2,866. If the variance assumptions are not the same, the t-value is -7.825 with a df of 52.194 and a significance of 0.000, with slightly different mean of difference and confidence intervals.

Overall, the results of the t-test showed a significant difference between the mean of the Pre-Test and Post-Test of the two groups, both assuming the same or not the same variance. A significance value of 0.000 indicates that this difference is statistically significant.

D. Discussion

The findings of this study indicate that the use of animated video learning media has a significant positive effect on students' English-speaking skills. The results of the pre-test and post-test show that students who were taught using animated videos demonstrated a greater improvement in their speaking abilities compared to those in the control group. The experimental class exhibited a higher mean score in the post-test, which suggests that animated videos effectively enhance students' pronunciation, fluency, vocabulary, and comprehension. These findings are in line with previous research conducted by (Hardianti, 2020) and (Nasution, 2023), who also found that animated videos significantly improve students' motivation and engagement in language learning.

This study supports the theoretical framework outlined in Chapter 2 (Literature Review), particularly the Cognitive Theory of Multimedia Learning (CTML) proposed by (Mayer, 2009). According to this theory, students learn more effectively when information is presented in a combination of visual and verbal elements. The use of animated videos aligns with this principle by providing both auditory and visual input, which helps students understand and retain language structures more effectively. Animated videos serve as a bridge between theoretical knowledge and real-life communication by demonstrating proper pronunciation, intonation, and sentence structures in meaningful contexts.

Additionally, the results of this study reinforce the importance of teaching speaking skills as discussed in Chapter two. According to (Nasution, 2023), effective oral communication involves several key aspects, such as phonological accuracy, fluency, and interaction skills. The animated videos used in this study helped students improve these aspects by providing them with engaging and interactive speaking models. This aligns with the findings of (Wahyuni, 2021), who stated that animated videos provide learners with authentic conversational contexts that facilitate natural language acquisition.

Furthermore, this study highlights the role of technology-based learning in modern language education, as discussed by (Miftahul Jannah, 2020) in Chapter

two. The integration of digital tools, such as animated videos, offers new opportunities to improve students' learning experiences by making the process more interactive and engaging. The findings of this study support the argument that technology-enhanced language learning can increase student motivation, improve retention, and encourage active participation in speaking activities.

Another key finding from this study is the reduction of students' anxiety in speaking, which is a common issue highlighted in Chapter 2. Many students struggle with confidence when speaking in a foreign language due to fear of making mistakes. However, the interactive and entertaining nature of animated videos creates a low-stress learning environment where students feel more comfortable practicing their speaking skills. This finding is consistent with the research of (Shafwat, 2021), who found that animated videos help students develop fluency and pronunciation by providing repeated exposure to spoken language in an enjoyable format.

Additionally, the findings of this research highlight the importance of interactive and student-centered learning, which is emphasized in Chapter two. Traditional methods of teaching speaking often rely on rote memorization and repetition, which can lead to passive learning and lack of engagement. In contrast, animated videos provide a dynamic and immersive learning experience, allowing students to interact with the material, participate in role-plays, and practice real-life conversations. This aligns with the research of (Neilia Almustaflikhah, 2022), who found that interactive media enhances students' learning experiences by making lessons more engaging and easier to understand.

Moreover, this study also supports the effectiveness of using multimedia learning tools, as discussed in Chapter two. Previous research has shown that combining audio-visual elements in learning materials leads to better retention and comprehension. According to (Mayer, 2009), multimedia learning is most effective when it incorporates well-structured narration, animations, and interactive elements that allow students to process language in meaningful ways. The findings of this study confirm that animated videos enhance speaking skills

by reinforcing pronunciation, vocabulary acquisition, and conversational strategies.

Overall, this research confirms that animated video learning media is an effective tool for improving students' English-speaking skills. The combination of visual and auditory elements enhances students' comprehension, pronunciation, and fluency while fostering a more engaging and stress-free learning environment. These findings emphasize the importance of incorporating technology-based learning tools in English language education to support students in developing their communication skills. Future research could explore the long-term impact of animated videos on language learning and their effectiveness in improving other language skills, such as listening, reading, and writing.

This research was only carried out in one school, namely, SMKN 6 Samarinda, and the students selected were only two *Geologi Pertambangan* (GP) classes with a fairly short research time, and only 3 meetings due to the limited research time that occurred during the month of Ramadhan, but the results were very good. From this study, there are also many obstacles that occur, starting from many students who do not enter, relatively short teaching time and many holidays due to school exams and the beginning of Ramadhan. But the research has been carried out well and smoothly to get the desired results.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in this study, it can be strongly concluded that the use of animated video learning media has a significant positive effect on students' English-speaking skills. The results of the pre-test and post-test show a clear statistical improvement in the experimental class compared to the control class, confirming that animated videos play a crucial role in enhancing students' pronunciation, fluency, vocabulary, and comprehension. The hypothesis testing results, which showed a significance value (Sig.) of 0.000, provide strong evidence that the use of animated videos significantly improves students' speaking performance, leading to better communication skills.

This study reinforces Mayer's Cognitive Theory of Multimedia Learning (2009), as discussed in Chapter 2 (Literature Review), which states that students learn more effectively when presented with a combination of visual and auditory elements. The integration of animated videos aligns with this principle by providing students with an engaging and interactive learning environment, which enhances their ability to process and retain language structures more efficiently.

Furthermore, the findings of this study are consistent with previous research by (Hardianti, 2020) and (Nasution, 2023), who also demonstrated that animated videos have a statistically significant impact on students' speaking abilities. This study confirms that technological advancements in education, such as the use of animated videos, not only make learning more engaging but also effectively improve learning outcomes, as highlighted by (Miftahul Jannah, 2020).

Additionally, this research highlights the strong impact of animated videos in reducing students' anxiety when speaking English. Many students struggle with

confidence due to fear of making mistakes, but animated videos create a safe and stress-free environment that encourages students to practice speaking more actively. This finding supports (Shafwat, 2021), who found that animated videos significantly improve students' fluency and pronunciation by providing an engaging and interactive learning experience.

In conclusion, this study provides strong empirical evidence that animated video learning media is a highly effective instructional tool for improving students' English-speaking skills. The significant increase in students' post-test scores demonstrates that this method is not only beneficial but also essential for modern English language teaching. Therefore, teachers and educators should integrate animated videos into their teaching strategies to create more interactive, effective, and engaging language learning experiences. Future research should explore the long-term impact of animated videos on students' overall language proficiency and investigate their effectiveness in developing other language skills, such as listening, reading, and writing.

B. Suggestion

Based on the conclusions drawn from this study, several suggestions are provided for teachers, students, and future researchers to further enhance the effectiveness of animated video learning media in English-speaking instruction.

For English teachers, it is recommended to integrate animated video learning media as an effective tool to improve students' English-speaking skills. As discussed in Chapter 2 (Literature Review), animated videos provide a visual and auditory learning experience that enhances students' engagement and motivation (Mayer, 2009). Teachers can combine animated videos with other interactive methods such as discussions, role-plays, and presentations to create a more communicative and meaningful learning environment (Hardianti, 2020). In this research Additionally, selecting high-quality animated videos that include real-life conversational contexts will help students improve pronunciation, vocabulary, and fluency. In this study, the most prominent increase in student

scores was fluency because students were able to pronounce fluently even though the pronunciation was not correct, so for teachers or researchers then maybe can try to research more effectiveness grammar, and vocabulary.

For students, animated videos should be used as a tool for independent learning to develop their speaking skills. As suggested by (Neilia Almustaflikhah, 2022), animated videos allow students to practice speaking in a stress-free and engaging environment, which helps reduce anxiety and increase confidence when speaking English. Students can benefit from repeating dialogues, mimicking pronunciation, and engaging in self-paced learning by using animated videos at home. This approach aligns with the Cognitive Theory of Multimedia Learning (Mayer, 2009), which emphasizes that visual and verbal elements help learners retain and understand information better.

For future researchers, this study provides a foundation for further investigation into the long-term effects of animated video learning media on students' language proficiency. Future studies should consider expanding the research sample by involving more schools and students across different educational levels. Moreover, research can explore the impact of animated videos on other English skills such as listening, reading, and writing, providing a more comprehensive understanding of their effectiveness in English language learning (Rosmana, 2024). Additionally, further research could focus on the development of customized animated videos that cater to specific learning objectives and student needs.

In conclusion, animated video learning media have proven to be a highly effective tool for improving students' English-speaking skills. By implementing these suggestions, teachers, students, and researchers can further maximize the potential of animated videos in enhancing language learning outcomes and fostering a more interactive, engaging, and effective English learning environment.

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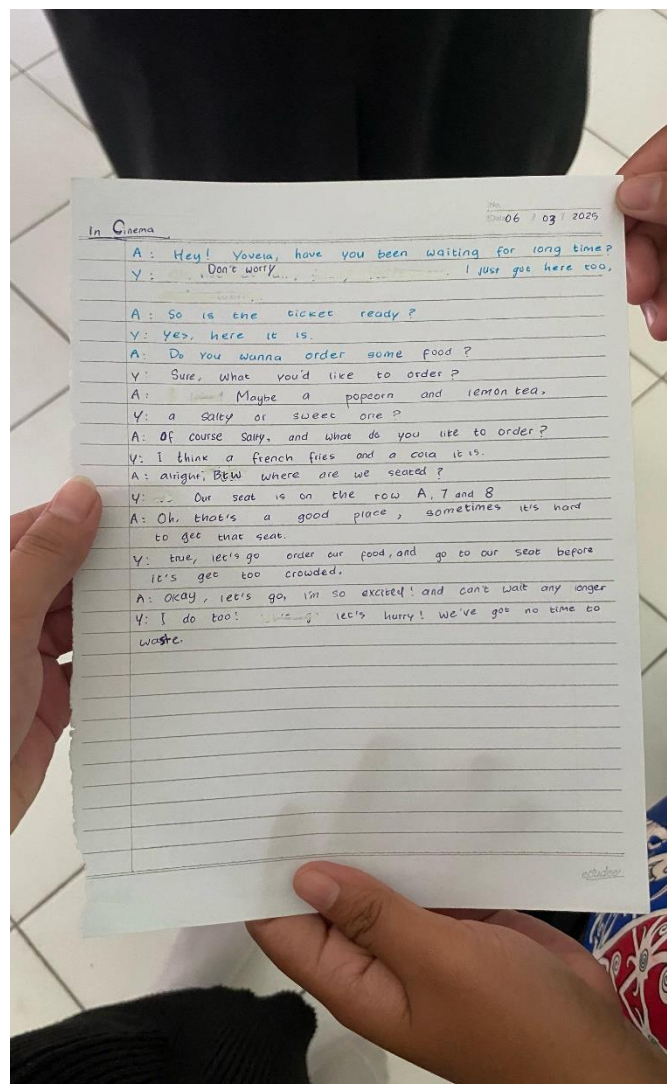
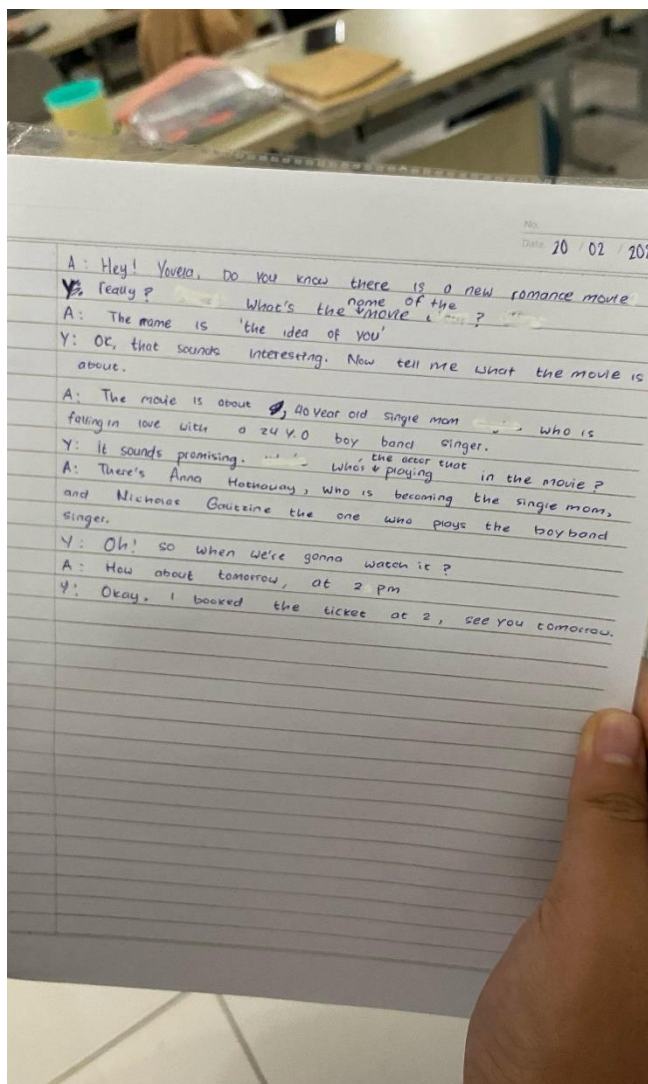
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APPENDIX

A. Appendix (Sample Student Dialogue Text)



B. Appendix (students are watching an animated video)



C. Appendix (Pre-Test & Post-Test 11 GP 1)

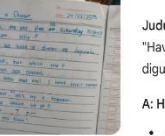
| Pre Test 11 GP 1 | | | | | | |
|-------------------|---------------|---------|---------|------------|---------------|-------|
| Nama | Pronunciation | Fluency | Grammar | Vocabulary | Comprehension | Total |
| Student 1 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 2 | 1 | 2 | 2 | 2 | 2 | 9 |
| Student 3 | 3 | 2 | 3 | 3 | 3 | 14 |
| Student 4 | 3 | 3 | 3 | 2 | 3 | 14 |
| Student 5 | 2 | 1 | 2 | 2 | 2 | 9 |
| Student 6 | 3 | 2 | 1 | 2 | 2 | 10 |
| Student 7 | 2 | 2 | 3 | 2 | 4 | 13 |
| Student 8 | 2 | 3 | 2 | 2 | 4 | 13 |
| Student 9 | 2 | 2 | 2 | 3 | 4 | 13 |
| Student 10 | 3 | 2 | 2 | 2 | 2 | 11 |
| Student 11 | 3 | 3 | 3 | 2 | 3 | 14 |
| Student 12 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 13 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 14 | 2 | 3 | 1 | 2 | 2 | 10 |
| Student 15 | 3 | 2 | 3 | 3 | 3 | 14 |
| Student 16 | 2 | 2 | 1 | 3 | 2 | 10 |
| Student 17 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 18 | 2 | 2 | 2 | 3 | 3 | 12 |
| Student 19 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 20 | 2 | 2 | 3 | 3 | 3 | 13 |
| Student 21 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 22 | 2 | 3 | 2 | 3 | 2 | 12 |
| Student 23 | 2 | 3 | 2 | 2 | 3 | 12 |
| Student 24 | 2 | 2 | 3 | 2 | 3 | 12 |
| Student 25 | 2 | 2 | 2 | 3 | 4 | 13 |
| Student 26 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 27 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 28 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 29 | 3 | 3 | 3 | 3 | 3 | 15 |
| Post Test 11 GP 1 | | | | | | |
| Nama | Pronunciation | Fluency | Grammar | Vocabulary | Comprehension | Total |
| Student 1 | 3 | 3 | 3 | 3 | 4 | 16 |
| Student 2 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 3 | 4 | 3 | 3 | 3 | 3 | 16 |
| Student 4 | 4 | 3 | 4 | 4 | 4 | 19 |
| Student 5 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 6 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 7 | 3 | 3 | 3 | 3 | 4 | 16 |
| Student 8 | 2 | 2 | 3 | 3 | 3 | 13 |
| Student 9 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 10 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 11 | 4 | 3 | 4 | 4 | 3 | 18 |
| Student 12 | 3 | 3 | 4 | 3 | 2 | 15 |
| Student 13 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 14 | 3 | 3 | 3 | 3 | 4 | 16 |
| Student 15 | 4 | 3 | 3 | 3 | 3 | 16 |
| Student 16 | 3 | 4 | 3 | 3 | 4 | 17 |
| Student 17 | 3 | 2 | 3 | 3 | 3 | 14 |
| Student 18 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 19 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 20 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 21 | 2 | 2 | 3 | 3 | 4 | 14 |
| Student 22 | 2 | 3 | 3 | 3 | 3 | 14 |
| Student 23 | 3 | 3 | 4 | 3 | 4 | 17 |
| Student 24 | 3 | 3 | 3 | 3 | 2 | 14 |
| Student 25 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 26 | 3 | 3 | 3 | 3 | 2 | 14 |
| Student 27 | 4 | 4 | 3 | 3 | 4 | 18 |
| Student 28 | 3 | 3 | 3 | 3 | 2 | 14 |
| Student 29 | 4 | 3 | 3 | 4 | 3 | 17 |

D. Appendix (Pre-Test & Post-Test 11 GP 2)

| Nama | Pre Test 11 GP2 | | Fluency | Grammar | Vocabulary | Comprehension | Total |
|------------|-----------------|---|---------|---------|------------|---------------|-------|
| | Pronunciation | | | | | | |
| Student 1 | 2 | 2 | 2 | 2 | 2 | 1 | 9 |
| Student 2 | 2 | 2 | 2 | 3 | 3 | 3 | 13 |
| Student 3 | 1 | 2 | 2 | 2 | 2 | 1 | 8 |
| Student 4 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 5 | 2 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 6 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 7 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 8 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 9 | 2 | 2 | 2 | 3 | 2 | 2 | 11 |
| Student 10 | 1 | 2 | 2 | 2 | 2 | 1 | 8 |
| Student 11 | 1 | 2 | 2 | 2 | 2 | 3 | 10 |
| Student 12 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 13 | 1 | 1 | 2 | 2 | 2 | 1 | 7 |
| Student 14 | 3 | 3 | 3 | 3 | 3 | 2 | 14 |
| Student 15 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 16 | 1 | 2 | 2 | 1 | 2 | 1 | 7 |
| Student 17 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 18 | 2 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 19 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 20 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 21 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 22 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 23 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 24 | 2 | 2 | 2 | 2 | 1 | 1 | 8 |
| Student 25 | 2 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 26 | 1 | 2 | 2 | 1 | 2 | 1 | 7 |
| Student 27 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 28 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 29 | 1 | 2 | 2 | 2 | 2 | 1 | 8 |
| Student 30 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 31 | 2 | 2 | 2 | 2 | 2 | 1 | 9 |
| Student 32 | 3 | 2 | 2 | 2 | 2 | 2 | 11 |
| Student 33 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |

| Nama | Post Test 11 GP 2 | | Fluency | Grammar | Vocabulary | Comprehension | Total |
|------------|-------------------|---|---------|---------|------------|---------------|-------|
| | Pronunciation | | | | | | |
| Student 1 | 2 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 2 | 2 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 3 | 2 | 2 | 2 | 3 | 3 | 3 | 13 |
| Student 4 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 5 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 6 | 3 | 3 | 3 | 3 | 3 | 3 | 15 |
| Student 7 | 1 | 2 | 2 | 3 | 3 | 2 | 11 |
| Student 8 | 2 | 3 | 3 | 3 | 3 | 3 | 14 |
| Student 9 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 10 | 1 | 2 | 2 | 3 | 3 | 2 | 11 |
| Student 11 | 2 | 2 | 2 | 2 | 3 | 2 | 11 |
| Student 12 | 2 | 2 | 2 | 3 | 2 | 2 | 11 |
| Student 13 | 2 | 2 | 2 | 2 | 2 | 3 | 11 |
| Student 14 | 2 | 1 | 2 | 2 | 1 | 2 | 8 |
| Student 15 | 1 | 2 | 2 | 2 | 2 | 2 | 9 |
| Student 16 | 2 | 2 | 2 | 1 | 2 | 1 | 8 |
| Student 17 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 18 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 19 | 2 | 2 | 2 | 3 | 2 | 2 | 11 |
| Student 20 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 21 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 22 | 3 | 2 | 2 | 2 | 3 | 3 | 13 |
| Student 23 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 24 | 2 | 3 | 2 | 2 | 3 | 2 | 12 |
| Student 25 | 2 | 2 | 2 | 2 | 2 | 1 | 9 |
| Student 26 | 2 | 2 | 2 | 2 | 2 | 2 | 10 |
| Student 27 | 2 | 2 | 2 | 2 | 2 | 1 | 9 |
| Student 28 | 2 | 2 | 2 | 2 | 3 | 3 | 12 |
| Student 29 | 2 | 2 | 2 | 3 | 3 | 3 | 13 |
| Student 30 | 1 | 2 | 2 | 3 | 3 | 2 | 11 |
| Student 31 | 2 | 2 | 2 | 2 | 2 | 1 | 9 |
| Student 32 | 2 | 2 | 2 | 3 | 3 | 2 | 12 |
| Student 33 | 2 | 2 | 2 | 3 | 3 | 3 | 13 |

Gemini 2.0 Flash



Bantu saya untuk menganalisis apakah grammar dan vocabulary nya sudah tepat atau belum?

Minta Gemini

Canvas

Tentu, mari kita analisis grammar dan vocabulary dalam percakapan tersebut:

Judul: Let's Have a Dinner (Grammar: Sudah tepat. "Have a dinner" adalah frasa yang umum digunakan.)

A: Hey, Voreia, are you free on Saturday night?

- Grammar:** Sudah tepat. Penggunaan "are you free" untuk menanyakan ketersediaan waktu adalah benar. Preposisi "on" digunakan dengan nama hari.
- Vocabulary:** Sudah tepat. "Free" di sini berarti tidak memiliki kegiatan lain.

Y: Yes. I am. Why?

- Grammar:** Sudah tepat. Jawaban singkat "Yes, I am" dan pertanyaan "Why?" sudah sesuai.

Gemini 2.0 Flash

A: The one that just opened.

- Grammar:** Sudah tepat. Penggunaan "the one" merujuk pada restoran yang baru dibuka dan sudah diketahui oleh pembicara A.
- Vocabulary:** Sudah tepat.

Y: Oh! I know that one! I heard their ramen is the best.

- Grammar:** Sudah tepat. Penggunaan "Oh!", "I know that one!", dan "I heard their ramen is the best" semuanya gramatis.
- Vocabulary:** Sudah tepat. "Ramen" adalah jenis makanan Jepang. "The best" adalah superlative yang tepat.

A: Because of that, let's try it together.

- Grammar:** Sudah tepat. Penggunaan "because of that" untuk memberikan alasan dan ajakan

Gemini 2.0 Flash

- Vocabulary:** Sudah tepat.

A: How about we have a dinner at Japanese Restaurant?

- Grammar:** Kurang tepat. Seharusnya "How about having dinner..." atau "How about we have dinner at a Japanese restaurant?". Penggunaan gerund ("having") setelah "how about" lebih umum, atau menggunakan artikel "a" sebelum "Japanese Restaurant" karena merujuk pada salah satu restoran Jepang.
- Vocabulary:** Sudah tepat.

Y: Sounds good, but which one?

- Grammar:** Sudah tepat. "Sounds good" adalah respons yang umum. Pertanyaan "which one?" juga tepat untuk meminta klarifikasi.
- Vocabulary:** Sudah tepat.

Gemini 2.0 Flash

- Grammar:** Sudah tepat. "Okay!" adalah respons setuju. "See you there!" adalah ucapan perpisahan yang sesuai.
- Vocabulary:** Sudah tepat.

Kesimpulan:

Secara keseluruhan, percakapan ini sebagian besar sudah menggunakan grammar dan vocabulary yang tepat. Ada sedikit koreksi yang perlu diperhatikan pada kalimat "How about we have a dinner at Japanese Restaurant?".

Saran Perbaikan:

- A: How about having dinner at a Japanese restaurant?**
 - Menggunakan gerund "having" setelah "how about" dan menambahkan artikel "a" sebelum "Japanese restaurant".

Gemini 2.0 Flash

"let's try it together" sudah benar.

- Vocabulary:** Sudah tepat. "Try it" merujuk pada mencoba ramen di restoran tersebut. "Together" berarti berdua.

Y: At what hour should we go?

- Grammar:** Sudah tepat. "At what hour" adalah cara yang benar untuk menanyakan waktu.
- Vocabulary:** Sudah tepat.

A: How about at 7 p.m.

- Grammar:** Sudah tepat. "How about at 7 p.m." adalah tawaran waktu yang gramatis. Penggunaan "p.m." sudah benar untuk waktu malam.
- Vocabulary:** Sudah tepat.

Y: Okay! See you there!