

ABSTRACT**IMPROVING STUDENTS' SPEAKING SKILL TAUGHT THROUGH
ANIMATED MOVIE****BY
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This study was intended to explore: (i) the students' speaking ability after being taught through animated movies in the speaking class, and (ii) the differences in the improvement of each speaking aspect. This research employed a quantitative approach using a pre-experimental design, specifically a one-group pretest-posttest design. The participants were 34 tenth-grade students of SMAN 9 Bandar Lampung. The data were collected through a speaking pre-test and post-test, and assessed based on five aspects: comprehension, fluency, vocabulary, grammar, and pronunciation. Each aspect was scored on a scale of 1 to 20, resulting in a total maximum score of 100. The results revealed that the students' average speaking score improved from 51.57 in the pre-test to 77.39 in the post-test. The statistical analysis at the 0.05 significance level confirmed that animated movies significantly improved the students' overall speaking ability. In terms of the five speaking aspects, all aspects showed an increase in mean scores. Among them, comprehension showed the highest increase, rising from 10.38 to 15.85. Meanwhile, fluency, vocabulary, and grammar demonstrated moderate gains (for example, grammar improved from 10.37 to 15.57), and pronunciation showed only a slight improvement. These findings suggest that animated movies were effective in enhancing students' overall speaking ability, particularly in the aspect of comprehension, but had limited impact on fluency, vocabulary, grammar, and pronunciation.

Keywords: Speaking skill, Speaking aspects, animated movie.