IMPROVING STUDENTS' SPEAKING SKILL TAUGHT THROUGH ANIMATED MOVIES

(Undergraduate Thesis)

By

Ketut Wulandari
NPM 2053042004

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG BANDAR LAMPUNG
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ABSTRACT

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BY
KETUT WULANDARI

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.

IMPROVING STUDENTS' SPEAKING SKILL TAUGHT THROUGH ANIMATED MOVIES

By

Ketut Wulandari
NPM 2053042004

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In

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Research Title	:	**IMPROVING STUDENTS' SPEAKING SKILL TAUGHT THROUGH ANIMATED MOVIE**
Student's Name	:	**Ketut Wulandari**
Student's Number	:	**2053042004**
Study Program	:	**English Education**
Department	:	**Language and Art Education**
Faculty	:	**Teacher Training and Education**

APPROVED BY

Advisory Committee
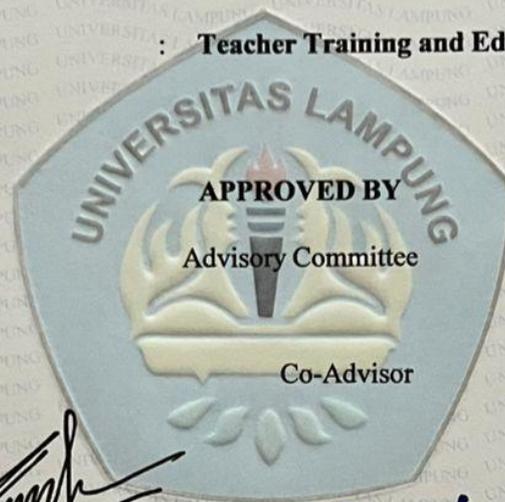
Advisor   Co-Advisor

Endang Komariah, M.Pd.   **Dr. Feni Munifatullah M.Hum**
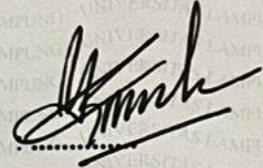NIP 19620307 198603 2 002   NIP 19740607 200003 2 001

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 19700318 199403 2 002
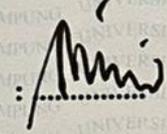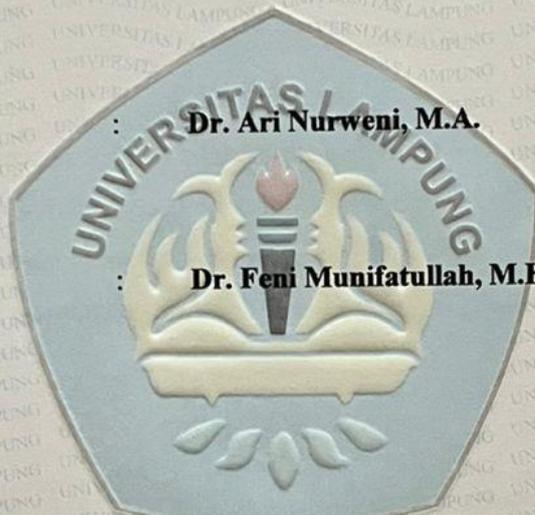
ADMITTED BY

1. **Examination Committee**

   Chairperson : **Endang Komariah, M.Pd.**

   Examiner : **Dr. Ari Nurweni, M.A.**

   Secretary : **Dr. Feni Munifatullah, M.Hum.**

2. **The Acting Dean of Teacher Training and Education Faculty**

   Dr. Albet Maydianforo, S.Pd., M.Pd.
   NIP 19870504 201404 1 001

Graduated on: **Desember 10th, 2025**

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama   : Ketut Wulandari

NPM   : 2053042004

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : Improving Students' Speaking Skill Taught Through Animated Movie

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 10 Desember 2025

Yang membuat pernyataan,

Ketut Wulandari

2053042004

CURRICULUM VITAE

Ketut Wulandari was born in OKI on November 3, 2001. She is the fourth child of Ketut Manis and Made Retin, a loving couple.

Her education began at SDN 1 Labuhan Jaya, which she completed in 2014. She then enrolled at SMPN 3 Mesuji for her junior high school studies, graduating in 2017. She continued her education at SMA Fransiskus Bandar Lampung, where she graduated in 2020. In the same year, she was admitted to the English Education Study Program at the University of Lampung.

Throughout her studies, she actively participated in various organizations to gain new experiences and build new connections. In addition to making new friends and learning new things, joining organizations helped her improve her leadership, public speaking, and networking skills. She began participating in internal student organizations during junior and senior high school. In senior high school, she was selected as a member of the OSIS student council. She later joined university organizations such as SEEDS and UKM Hindu Unila. Within these organizations, she advanced from a regular member to a staff member. From March to May 2024, she completed her teaching practicum at SMAN 9 Bandar Lampung.

MOTTO

Bhagawad Gita 3.11
śreyān sva-dhanno vigunah
para-dharmāt sv-anusthitāt
sva-dharme nidhanam sreyah
para-dharmo bhayāvahah

"It is better to carry out one's own duty, even imperfectly, than to perform another's duty perfectly. It is better to die fulfilling one's own task than to take on another's, for it is far more dangerous".

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9. Her beloved younger siblings, Wayan Bisma, Made Isma, Komang Rendi, and Wayan Wanda, who always support her.

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11. Her dearest friends: Komang Bela, Madelin, Niputu Ria, Asmararatih, Nadia, Dhyana, Yoni, and Galuh, for always accompanying and supporting her in her free moments.

12. Her fellow university companions: Nanda, Ajeng, Agnes, and Deria, who continuously supported one another in completing this final project.

Finally, the writer hopes that this thesis may serve as a useful reference and provide insight, especially for those interested in conducting research on improving students' speaking skills through animated movies.

Bandar Lampung, 8 Desember 2025

Ketut Wulandari

DEDICATION

This script is dedicated to:

My beloved parents, Ketut Manis and Made Retin

My beloved Brothers and Sister

My honorable lecturers in English Education Study Program

My gorgeous friends in English Department 2020

My Almamater, University of Lampung.

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I.   INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research questions, Objectives of the research, Uses of the research, Scope of the research, Definition of terms.

1.1   Background

Language is an important aspect of life. According to Tatipang (2017) language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.

In Indonesia, we use Indonesian to communicate and also use foreign languages. One of which is English, which is an international language. Based on Widiyanti (2014), English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. English plays an important role in Indonesia, some of which are in the fields of science, technology, and English is also a subject taught in schools in Indonesia.

There are four skills of language, including listening, speaking, reading, and writing. English speaking ability is one of the important skills that must be mastered by students in the era of globalization. Speaking English is not only one aspect of assessment in foreign language learning, but also a skill that is very much needed in the professional world. This is in accordance with what was stated by Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Moreover, the form and the meaning of speaking depend on the context in which the conversation occurs including the participant themselves and the purpose for speaking. Because

speaking is two way communications in which the comprehension of both speaker and receiver are what makes the speaking process valuable. Haris (1969:81) states that speaking is one of the language skills that should be taught by English teacher because it is stated in curriculum and also speaking is one of the components of English learning. However, among the four macro skills, listening, speaking, reading and writing, speaking skill considered difficult among the language skill because it is affected by many factors. Those factors are the defects which may be caused by the micro skills which are pronunciation, grammar, vocabulary, comprehension and fluency.

However, in reality, many students still have difficulty in developing their speaking skills. Students often feel awkward and lack confidence when they have to speak English in public. In addition, lack of motivation and monotonous learning materials are also obstacles in improving students' speaking skills.

Finding good media for teaching is important especially in teaching speaking. According to Gerlach and Ely (1971) quoted in Mukaromah (2011:3) said that "Media is generally humans, materials, or events that build students' conditions so that they can acquire knowledge, skills, or attitudes. In this case, teachers, textbooks, and the school environment are also media". Media will offer different situations that increase students' interest in the learning process. Media can be used by teachers and students. It provides more detailed information and focuses students on the material and skills being taught. The use of media also allows students to be involved in the teaching and learning process. This provides an opportunity for teachers and students to do activities together, then, teachers need to know the right media for students. One of the potential media to be used in teaching English speaking is animated films.

Animated films not only attract students' attention, but can also present contextual communication situations, enrich vocabulary, and improve

cultural understanding related to language use. According to multimedia-based learning theory, the use of films as a learning medium can facilitate the process of knowledge transfer in a more interesting and effective way, because films present visual and auditory input simultaneously. Thus, students can understand and imitate the pronunciation, intonation, and expressions used by native speakers in a more lively context.

Several previous studies have shown that the use of animated film media in English learning can have a positive impact on students' speaking skills. For example, research conducted by Setiawan (2018) found that the use of animated films can increase students' learning motivation and make it easier for them to understand the use of language contextually. Another study by Rahayu (2020) also showed that students who were taught using animated film media had better speaking skills compared to students who were taught using conventional methods. In other words, animated film media has proven to be effective in improving students' speaking skills, especially in terms of pronunciation, intonation, and the use of natural expressions. Yuliana (2017): Yuliana examined the impact of using film media on improving students' English vocabulary and pronunciation. The results showed that films, especially animated films, help students understand the context of using the right words and expressions in everyday conversation. However, there is still much room to develop and further explore the effectiveness of animated film media in learning to speak English, especially at the secondary school level. This study aims to examine more deeply how the use of animated films as a learning medium can improve students' speaking skills. In addition, this study will also evaluate important aspects of the use of animated films, such as increasing learning motivation, cultural understanding, and the use of films as interactive media in the learning process.

Based on the preliminary observation conducted in class X-1 of SMAN 9 Bandar Lampung, which consisted of 34 students, it was found that their English speaking ability was still relatively low, particularly in orally delivering narrative texts. Although the students had previously received material on narrative texts, they still encountered difficulties in expressing story ideas in a coherent manner and using appropriate language structures. Some students struggled to pronounce common phrases such as "Once upon a time" and appeared confused when trying to arrange the story in the correct sequence based on the narrative flow. In addition, many students lacked confidence when asked to retell a story, either individually or in groups.

This condition suggests the need for a more engaging, contextual, and accessible learning medium to facilitate the development of students' English speaking skills. One potential medium is animated movies, as they present stories through both visual and auditory elements, enabling students to better understand the storyline and express their ideas more naturally and confidently.

Thus, based on previous studies, it can be concluded that the use of animated film media as a teaching aid can have a significant impact on students' speaking skills. This study provides additional contributions to the understanding of how this media can be optimized for teaching speaking in the classroom.

1.2 Research Questions

In line with the background stated previously, the researcher formulates the research problems as follows:

1. Is there any significant improvement in students' speaking skills after being taught by using animated movie?

2. Which aspect of student's speaking skills improve the most after being taught by using animated movie?

1.3 Obejectives of The Research

By relating to the research question, the objectives of the research are formulated as follows:

1. To find out whether there is a significant improvement in students' speaking skills after being taught by using animated movie.

2. To find out which aspect of speaking skills improve the most after being taught by using animated movie.

1.4 Uses of The Research

There are some benefits that can be taken from the result of thisresearch. The benefits are:

1. Theoretically

   The result of the research is very useful for the previous theory and contribute useful information for future research regarding speaking skills by using animated movie.

2. Practically

   The result of this research hopefully can be used as reference for teachers and/or students in teaching-learning to improve speaking skills by using animated movie.

1.5 Scope of The Research

This research was conducted at SMA Negeri 9 Bandar Lampung. The research will be focused on the X grade of SMA Negeri 9 Bandar Lampung This study is quantitative research that would focus on finding out students' speaking skills before and after being taught through animated movie and which aspect of speaking skill has improved after using animated movie. The material will be focused on Narrative Text.

1.6 Definition of Terms

According to the research, there were several definition of terms include :

1. Speaking

   Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions involving 1) Vocabulary 2) Grammar 3) Fluency 4) Pronounciation 5) Comprehension (Gert and Hans 2008: 207)

2. Speaking skill : These are all the skills we use to understand our thoughts and feeling, to help us understand others

3. Animated movie: The act, process,or result of imparting life, interest, spirit,motion or activity. The quality or condition of being alive, active, and vigorous, the art or process of making movie with drawing, computer graphic,images or special effects created through animation.

4. Teaching speaking the process of learning where delivers the materials by using verbal. It is focused on student's speaking ability in carry out a conversaton as the goal.

II.   LITERATURE REVIEW

In this chapter discussed about the concept of speaking, concept of video, types of media in English teaching, procedure of teaching and teaching speaking using video clip.

2.1   Previous of Research

There were several previous studies that related to this research. According to Prasetia (2017) The results of this study showed that the use movie in speaking teaching and learning improved students' speaking skills in the following five aspects. vocabulary, pronunciation, grammar, fluency and comprehension. The students spoke more enthusiastically. They were able to actively participate in the process of language learning. In addition, the students were more confident and fluent in their speaking practice.

The second research was conducted by Setiarini (2018) found that the short movies effectively solved the students' language problems. It took 2 cycles to succeed. Observation of student behavior and reactions showed that students became more active in the teaching and learning process, although some students were less cooperative with the researchers' instructions. However, the students were motivated to learn the speaking lesson, enjoyed it and were interested in following the teaching and learning process. With the existence of short films to improve students' speaking ability, students' speaking ability has greatly improved. Because they have never been taught through short films. The existence of this research also gave students newperspectives and allowed them to relate the content to their own hobbies such as movies and music. Therefore, the researchers concluded that short films can be used to solve practical problems in students' speaking learning. The third researcher was conducted by Ghayun Putri Permatasari (2017).

The Use Of Animation Video As The Media To Teach Speaking Descriptive Text. This research proposed the use of animation video as the media to teach speaking descriptive text. It aimed to identify how the use of animation video as the media to teach speaking descriptive text is and also to know what the students' opinion towards the use of animation video as the media to teach speaking descriptive text is. the researcher obtained that the use of animation video as the media to teach speaking descriptive text were effective and applicable media for X TAV 1 of SMKN 1 Sidoarjo to help them to 8 produce descriptive text orally. The students were enjoyed learning English and they started to speak more confidently than before. Moreover, the questionnaire and interview revealed that the students have positive thoughts about the use of animation video as the media to teach speaking descriptive text.

Based on the results of several studies, the researcher concludes that animated movie can be used in teaching speaking. The use of animated movie is equally effective in improving English language skills and creating fun learning activities

2.2 Speaking

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2012) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what. Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process o f eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than leaming to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher. According Granger (2011), speaking has been considered as the most

challenging of the four skills. It is supporting by the fact that in speaking, it involves a complex process of constructive meaning. Saddhono (2018) stated that speaking is a skill that must be learned by students, due to the great use of speaking in the implementation of communication for various purposes. When students have good speaking skills, they will be able to express desires,ideas, and share their knowledge to others. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. Luoma (2017) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning. but in fact the concepts that are used in them are closely related to meaning as well. From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

2.3   Concept of Speaking Skill

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Pollard (2018) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them.

According to Haris (1974) speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or other form of language. So we can produce spoken message to someone. So here speaking situation involves a speaker who puts a message with words or someone that has content and a listener. Meanwhile, Byrne (2014) states that speaking is oral communication. It is a two ways process between speaker and listener

and involve productive and reactive skill of understanding. Based on this idea it is understood that through speaking someone can communicate or express what she or he wants in order to understand one another.

In addition, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably coloured by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking skill into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In relation to this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. Its means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming massage and the organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence other person Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the massage is understandable to the listener. Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, taught and feeling.

2.4 Aspect of Speaking Skill

Speaking is an important skill in English because with speaking the people can easily express their feeling, opinion, or something. Speaking is a process of transferring the message from speaker to listener, so the listener can understand what the speaker says. As one of the language skills, speaking has a tight connection to life and human activities because it is one of the main elements of communication. Haris (1974:75) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person"s way of pronouncing words. Brown (2004:157) also states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker. Here is the example of pronunciation: (1) we hear (gud) as well as the older (gu:d) for example, and (2) stress is the relative emphasis that may be given to certain syllables in a word or certain words in a phrase or sentence. For example ["tempəl] temple. The first syllable is stressed: temple.

2. Grammar is the study of rules of language in inflection. This idea has the same opinion as Lado (1969:221) who says that it is a system of units and patterns of language. For example, in the sentence "He don"t like chocolate.", according to the sentence, it is simple present tense, then it should be "He doesn"t like chocolate.

3. Vocabulary refers to the words used in a language. Phrases, clauses, and sentences are built up by vocabulary. Wilkins (1983:111) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.

4. Fluency refers to the one who expresses quickly and easily. This is also stated by Ekbatani (2011:34) that a fluent speaker is someone who can express oneself readily and effortlessly. For example, if someone can speak English without any pauses, such as; "umm" or "emm", it indicates that the quality of their fluency is smooth.

5. Comprehension denotes the ability to understand the speakers" intention and general meaning. And Heaton (1991:35) also says so. It means that

if a person can answer or express well and correctly, it shows that he comprehends or understands well. For example, the students are given a question by the teacher, such as "What do you know about Sule?", they can answer the question correctly, such as "Sule is one of Indonesian comedian from Bandung.", it means that they comprehend what the teacher asks. They are correct to speak and the audience can understand what they said.

Based on the theories of Haris (1974:75), the researcher argued that in communicating people need to have substantial knowledge of languageaspects to become a good speaker. Therefore, the teacher should help students to be able to speak well relevant to the characteristics that are suggested as stated by the experts. Based on the explanation of speaking aspects before and related to the purpose of this research, the researcher would use Haris" statement as the guidance of this research since his statement is clear and supported by other experts" ideas.

2.5   Concept of Teaching Speaking Skill

Teaching speaking is often considered the most challenging lesson to impart. Learners need to be proficient in pronunciation, structure, discourse, and the social aspects of cultural competence. Moreover, the act of speaking presents difficulties, demanding greater effort from both students and teachers alike. Effective instruction in speaking necessitates specific strategies and defined roles; thus, an instructor plays a crucial part in helping students extract more knowledge from the provided materials. Compared to other language skills, teaching speaking poses a greater challenge for educators. As noted by Bahadorfar & Omdivar (2014), speaking constitutes a vital aspect of language acquisition. For numerous learners of English as a second or foreign language, achieving proficiency in speaking skills is a foremost priority. Students often evaluate their success in learning a language and the effectiveness of their English course by

reflecting on their perceived improvement in speaking skills. Instructing in speaking involves guiding learners to:

a. Create a vocal sound featuring the intonation patterns commonly found in everyday conversation.

b. Distinguish the suitable words and sentences according to the audience, context, and social dynamics, setting.

c. Organize their thoughts in a coherent and logical sequence.

d. Utilize words to convey your beliefs and viewpoints.

e. Fluency is characterized by the ability to use language accurately and smoothly, with minimal pauses.

The primary goal of teaching speaking is to instruct learners on how to communicate effectively by utilizing the elements of speaking. Additionally, it aims to boost learners' confidence in their everyday conversations.

2.6 Movie

2.6.1. Definition of Movie

A movie is generally defined as a series of moving images combined with sound that are presented to tell a story, convey ideas, or document events. Movies function as a medium of communication that integrates visual and auditory elements to deliver messages to audiences. According to Bordwell and Kristin Thompson (2013), a film is a motion picture designed to communicate meaning through a structured combination of narrative, cinematography, editing, sound, and mise-en-scène. They emphasize that film is not merely entertainment but a form of visual art that constructs meaning through technical and artistic elements.

The function of film/movie is to educate, entertain and inspire the reader"s international language. A movie/film can teach people

about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable.

Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers" explanation. As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in theirclass so that the students" enthusiasm in eaching learning process, beside media can help students master the material that the teacher gives them.

Movie can be an effective media in teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skill (speaking and writing). In fact, movie can fulfill different function for learners at different level of proficiency. For beginning learners it can provide examples of authentic language use in limited context of use. For higher level students, movie can provide variety, interest, stimulation and help to maintain motivation.

2.6.2. The Type of Movie

There are several kinds of movie according to Bordwell and Thompson (2012). They are :

1. Documentary movie

   Documentary movie is a kind of movie that contains of reality and facts. In a documentary movie, there is no fictitious story that is made to dramatize the scene throughout the film. It means that documentary movie is used to represent the reality and re-display the facts of life events that made more structured in the durationof the movie.

2. Episodic movie

   Episodic movie is a kind of movie that contains of a series of videos. It means that episodic movie does not end in one part. It is divided into several parts of sequences, or can be said that episodic movie has its own short edition in every sequence

3. Provocation movie

   Provocation movie is a kind of movie that contains of message or lesson, and may contains of social analysis. Provocation movie can be used in the classroom to stimulate students in making discussion.

4. Animated movies

   Animated movie is a kind of movie, which is different than others kind. Animated movie is movie that comes from several pictures that processed in such a way then becomes moving pictures in order to tells stories.

5. Fictional movie

   Fiction movie is a kind of movie that comes from an essay or beyond real events. Fictional movie usually have two roles, protagonist and antagonist. In addition, fictional movie also have scenes that have been designed from the beginning of the making. Unlike the documentary movie that does not accentuate the element of entertainment, fictional movie tend to be a means of entertainment.

6. Experimental movie

   Experimental movie or commonly referred as experimental cinema is a method of making movie that re-evaluate cinematic conventions. In addition, this type of movie also explores non-narrative forms and as alternatives in being traditional narrative. The purpose of experimental movie itself is to realize a personal vision of an artist or to promote interest in new technology. This kind of movie is usually made independently and does not work in the film industry.

2.7   Advantages and Disanvatages

2.7.1.   Advantages of Using Animated Movies

The advantages of Animated movies Teaching is general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching and learning process, a teacher must bring all components into classroom and apply them. Harmer (2006) states that there are many reasons why movie (film) can be used in language learning. The advantages of using movie will be explained as follows:

1. Seeing language-in-use

   When using movie, students not only hear the language but also see it. This is significantly enhances comprehension. for example; general meaning and emotions are often convoyed through expression, gestures, and other visual clues. Students can imitate some expressions or gesture in spoken language

2. Conceptual simplification

   A movie uniquely allows students beyond their classroom. nimated movies help simplify complex or abstract concepts. Through visualization, difficult materials become easier to understand because learners can see representations of ideas that may be hard to imagine through text alone.

3. The power of creation

   When students make their own movies as part of the teaching and learning process, they are given the opportunity to produce something meaningful and engaging. Consequently, the learning activities become more enjoyable and memorable for them.

4. Motivation

   For all of the reasons so far mentioned, most students show an increase level of interest when they have a chance to see

language in use as well as hear it. It can motivate students in teaching learning process.

2.7.2. Disadvantages of Using Animated Movies

1. Excessive visual and audio effects may distract learners from the main instructional objectives if not designed carefully.
2. The use of animated movies depends heavily on technological facilities, such as electronic devices and stable electricity, which may not be equally accessible in all educational settings.
3. The small number in focus can limit the extend to which the results can and should be generalized.

2.8 Theoritiical Assumption

The students need to make the best use of language spoken in order to communicate successfully. Using good speaking can help them get the message to listener understand well. One of the ways to teach this purpose is that the student must have ability to speak. Improving the Speaking skill will help you communicate more easily and effectively. But how do you become a more confident if you do not practice or speech at least you make a small dialogue with your friend?

Therefore, through watching animation movie is very important in improving and directing the students in communicate English as a foreign language. Story telling can help students improve their English especially in formal and nonformal communication between her/him self with others.

In addition, to make the students more understand in learning English especially in speaking, the researcher used an animation movie as a media it is an interesting way for students because they like watching and animation movie is a popular genre of movie. The researcher used animated movie for

teaching which can attract students's motivation, courage and skill in learning English.

2.9 Hypothesis

Based on the study that has been discussed earlier, the researcher proposes the hypothesis as follows:

(H1) There was statisticaly significant differences of speaking skill after the students were taught through animated movie.

(H0) There was no statisticaly significant differences of speaking skill after the students were taught through animated movie.

III. RESEARCH METHODOLOGY

This chapter will discuss about research design, population and sample, instrument of research, validity and reliability, scoring rubric, data collecting technique, data collecting procedure, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

As stated by (Gay, Mills, & Airasian, 2012), quantitative research involves the gathering and examination of numerical data to describe, explain, predict, or control phenomena of interest. Within this framework, a pre-experimental approach is utilized. This pre -experimental quantitative design includes the manipulation of at least one independent variable while controlling other relevant variables, observing the effect on one or more dependent variables (Gay, Mills, & Airasian, 2012). The focus of this research is to assess the enhancement of students' speaking skills through the use of animated movies. In this study, there are two key variables: the independent variable, which is the animated movie serving as a medium in the teaching and learning process, and the dependent variable, which is the speaking skill. Therefore, this research can be classified as a pre-experimental quantitative design. The objective of this study is to determine how animated movies contribute to the improvement of students' speaking skills. In this research, a pre-test (T1) would be given before the observer teaches by using animated movie in order to measure the students' speaking skill before they are given the treatment. Then, the treatment would be given in three times by using animated movie to improve students' speaking skill. Post-test (T2) would be given after implementing the animated movie to measure how far the students improve their speaking after getting the

treatment and to find out the aspect that most improve in students' speaking skill after using animated movie in teaching after they get the treatment.

T1 X T2

The terms could be illustrated as follow:

T1 : Pre-test (before giving a treatment)

X : Treatment

T2 : Post test (after giving a treatment)

(Setiyadi, 2018)

3.2 Population and Sample

The population of this research was the 10th-grade students of SMAN 9 Bandar Lampung in the academic year 2022/2023. The total population consisted of approximately 170 students divided into five classes, with each class comprising around 34 students. The sample of this research was class X-1, which consisted of 34 students. This class was selected purposively based on the recommendation from the English teacher and the consideration that the class represented the average speaking ability among the population. Since this study applied a pre-experimental design with one-group pretest- posttest, no control group was used. Therefore, purposive sampling was employed to select a single class as the sample

3.3 Instrument of the Research

To figure out whether the objective of the research had been achieved or not, the researcher used a research instrument. The instrument of this research was speaking tests, pretest and posttest. The pretest was conducted in the first meeting, and the posttest was conducted after the treatments. The researcher asked the students to retell the story of The Frog Prince orally after watching the animated movie. The speaking performance was assessed based on five aspects of speaking pronunciation, grammar, vocabulary,

fluency, and comprehension. The scoring was conducted by the researcher and an English teacher to ensure the reliability and objectivity of the assessment.

3.4   Data Collecting Technique

The researcher used some tests, pre-test, and post-test. Both the test are speaking tests, which is used a cell phone to record their speaking skill.

1. Pre-test

   In the pre-test, the researcher can get the result about their basic skill of speaking. The pre- test is an oral test that determines the students' prior knowledge of speaking accuracy in various aspects of speaking. Students had about 80 minutes to complete the pre-test. Based on the result, the researcher can decide the score of the sample.

2. Post-test

   The post-test gave to the students after they have been taught using animated movie in speaking learning. The purpose of the post-test is to determine whether or not they have progressed in their speaking skill after being taught through using animated movie. The post-test was in the form of an oral exam. The purpose of the test is to determine the students' skill to speak after treatment.

3.5   Data Analysis

The data was collected by using Pre-test and Post-test. It was collected from oral test analyzed through quantitative. Meanwhile, the students' speaking skill is graded on a scale.

3.5.1.   Classifying the students' score into five levels

The researcher employed five aspects specified by Harris (1974) in grading students' speaking tests: prononciation, vocabulary, fluency, understanding and grammar. The following table served as the basis for the scoring system's criteria:

Table. 3.1 Scoring System's Criteria

Aspect of Speaking	Rating Scales	Description
Pronunciation	17-20	Speech is fluid and effortless as that a native speaker
	13-16	Though there is a distinct accent, the speech is always understandable.
	9-12	Pronunciation issues need focused
		listening, which can occasionally lead to comprehension.
	5-8	The difficulty in pronouncing words and very hard to understand. Also frequently requested to repeat.
	1-4	Speech is pronounced unclear due to severe pronunciation issues.
Vocabulary	17-20	The use of language and idiom is nearly identical to that of a native speaker.
	13-16	Lack of language, sometimes use improper words and must repeat.
	9-12	Frequently use the wrong words, and speech is rather limited due to a lack of vocabulary.
	5-8	The misuse of words, along with a relatively restricted vocabulary, makes understanding difficult.
	1-4	The lack of vocabulary is so severe that communication is nearly impossible.
Fluency	17-20	Speech is fluid and effortless as that a native speaker
	13-16	The linguistic difficulty appears to have a significant impact on speaking speed.
	9-12	Make numerous grammatical or order mistakes that obfuscate understanding.
	5-8	Usually hesitant, yet frequently compelled to remain silent due to a linguistic barrier
	1-4	The conversation is nearly impossible since speech is slow and disjointed.
Comprehension	17-20	Appear to comprehend everything with ease.
	13-16	Understand practically everything

		at regular speed, however, repetition may be required on occasion.
	9-12	*Understand the majority of what is spoken at a regular pace by repetition.*
	5-8	*Has a tough time understanding what is being said.*
	1-4	*It is Impossible to claim that it understands even simple English talks.*
Grammar	*17-20*	*Phrases with nearly wholly correct grammar*
	13-16	*Constant error control across a small number of important patterns, usually prohibiting communication*
	9-12	*Frequent mistakes exhibit certain main patterns that are uncontrolled, creating occasional annoyance and misunderstanding*
	5-8	*There are few faults and no failure patterns.*
	1-4	*There should be no more than two mistakes during the conversation.*

Table. 3.2 Scoring System's

Ss' Cod E	Pronounciation		vocabulary		Fluency		Comprehension		grammarr		Total	
	R1	R2	R1	R2	R 1	R 2	R1	R2	R1	R2	R 1	R 2

Where :

X   = denotes the overall score of the students

R1   = the student's score from the first assessor

R2   = the student's score from the second assessor

3.5.2. **The formula to analyze the data**

1. The researcher analyzed the data from the pre-test and post-test score. To analyzethe achievement, the researcher used the following formulas:

$$x = \frac{\sum x}{N}$$

Where:

x   = Mean score

$\sum$x = The sum of all score

N   = The number of students

2. The researcher used this method to measure whether students improve after being taught through by using animated movie:

I = X2 – X1

Where :

I   = the improvement of students achievement

X2 = the average score of pre-test

X1 = the average score of post-test

3.6   Validity and Reliability of the in Instrument

3.6.1.   Validity

Setiyadi (2018) stated that validity is a measuring tool indicating the extent to which the measuring instrument measures. The test can be considered to be valid if the test can accurately measure the quality of a test. The test should reflect all the areas to be assessed in suitable proportions and represent a balanced sample. The researcher will be used content, and construct validity to measure whether the test have good validity. Two types of validity that will be used in the research are:

 a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and

Farhandy: 1982). The emphasis of content validity is on the sufficiency of the sample rather than the look of a test. In other words, the material should be based on the basic competence in the syllabus of the second grade of senior high school. The test can be considered to have content validity based on the objectives of the 2013 English curriculum for second- grade students of senior high school.

b. Construct Validity

Hatch and Farhady (1982) stated that construct validity is concerned with whether or not the test performance can be described psychologically. The procedure was to determine experimentally what factors are related to test performance. In the speaking test, the researcher makes some items of speaking that can be used to measure students' speaking ability based on some criteria of speaking aspects. The speaking aspects are pronunciation, grammar, vocabulary, fluency, comprehension, and tasks (Brown, 2004). Those aspects are things that the test had been covered with construct validity.

3.6.2. Reliability

Reliability refers to the consistency of the result. That is how consistent test scores or other evaluation results are from one measurement to the other. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982). In this research, to find the reliability of pre-test and post-test scores and to avoid the subjectivity of the researcher, the researcher used inter-ratter reliability. It means there would be two ratters to judge students' speaking ability. The first ratter was the researcher herself, and the second ratter was the English teachers of SMAN 9 Bandar Lampung. So, it is important to make sure that the raters use the same criteria for scoring the

students' speaking tests. The scores of two raters can he compared to assess scoring consistency. As a result, the inter-rater reliability of the test was examined using the Reliability Test in SPSS.

Reliability of pre-test

Reliability statistics	
Cronbach's Alpha	N of Items
.995	2

Reliability of post-test

Reliability statistics	
Cronbach's Alpha	N of Items
.998	2

3.7 Research Procedure

The procedure of the research as follows:

1. Selecting the population and sample of the research: The sample for the study is chosen using cluster sampling. The cluster that will be used in this research is a class. The total of sample in this research will consist of 34 students.

2. Choosing the instrument material: The materials are researched and added from animated movie and based on the senior high school syllabus.

3. Administering the pre-test: The pre-test will be given about 80 minutes on the first week, before the treatment, to check students speaking ability

4. Giving treatments: the treatments are given implementing animated movie as a media in teaching and learning speaking, three times in three meetings for the treatments, and the treatments are classroom activities.

5. Conducting a post-test: a post-test is administered to determine whether there is an effect on the students' speaking ability after implementing the treatments. It is administered for 80 minutes.

6. Analyzing the data: the purpose of this step is to determine the students' speaking ability after being taught through by animated movie. The data will be computerized using SPSS software program.

3.8 Hypothesis Testing

The result of the t-observed or t-value is compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not. This study used a repeated measure t-test of The Statistical Product and Service Solution (SPSS)

The hypotheses of this research are as follows:

Ho: Sig. > 0.05 H$_1$: Sig. < 0.05

Ho: There is no significant improvement in students' speaking ability after the implementation of animated movie

Hi: There is a statistically significant improvement in students' speaking ability after the implementation of animated movie

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusions

The use of animated movies as a learning medium can improve students' writing skills, especially in speaking skills. In addition, the results of the study showed that there was a significant increase in students' writing skills after being given treatment using movie media, with a significance value of 0.00 smaller than 0.05. The students' scores after receiving treatment were higher, namely the average posttest of 77.39 was higher than the average pretest of 51.57 with a gain score of 28.82. This increase occurred because the use of movie media as an audio-visual medium that can help students in bringing up and organizing aspects in speaking. Thus, students are able to speak correctly. Every aspect of speaking such as vocabulary, grammar, pronunciation, fluency, and comprehension also increased, especially comprehension. The increase in the comprehension aspect from pretest to posttest was 10.38 to 15.85 which means a gain of 5,470. This happened because students were able to understand and interpret what they had seen. Meanwhile, the vocabulary aspect showed the lowest improvement, with an N-Gain score of only 4.85. This result is considered normal, as the learning activities primarily focused on students' comprehension of the story and their ability to retell the narrative rather than on explicit vocabulary instruction. During movie-based learning, students tended to concentrate on understanding the plot and meaning of the story, which led them to rely on familiar vocabulary instead of acquiring new lexical items. Moreover, vocabulary development generally requires repeated exposure and focused practice over a longer period of time, which was limited in this study.

5.2   Suggestions

5.2.1.   Suggestions for English Teachers

1. Given the positive impact of movies as a medium in improving speaking aspects, hereby, the researcher suggests that English teachers can apply this media to help students in pouring their ideas about the topic into written form.

2. Teachers should carefully prepare teaching materials and consider combining movies as instructional media with interactive games. Making interesting games is needed to build interaction with students so that it can trigger students' attention and enthusiasm in learning.

5.2.2.   Suggestions for Further Researchers

1. This study is limited to examining the improvement of students' speaking achievement. Therefore, future researchers are encouraged to include additional instruments, such as questionnaires, to investigate students' responses to animated movies in order to support the findings of the study.

2. For future researchers, it is recommended to use more than two types of animated movies and to design suitable speaking tasks in order to obtain more comprehensive findings on students' speaking achievement.

Finally, the statements above are the conclusions of this study during the study on the use of animated movies to improve students' speaking skills. In addition, the suggestions above can be considered for English teachers who want to try implementing movies as a medium in teaching speaking and for further researchers who want to conduct further research on this media.

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