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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

The Effectiveness of Using Short Animation Subtitle Movie Toward Students' Speaking Skill of The Eleventh Grade at Senior High School 8 in Serang City

Vebri Stevani ^{a 1}, Ika Handayani ^b, Rosmania Rima ^c

^a Universitas Sultan Ageng Tirtayasa Banten

^b Universitas Sultan Ageng Tirtayasa Banten

^b Universitas Sultan Ageng Tirtayasa Banten

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Abstract

The objective of the research was to find out the effectiveness of short animation subtitle movie toward students' speaking skill on the eleventh grade in senior high school 8 Serang City. The researcher used quantitative research implementing quasi experimental design as the research design. There were two classes involved in this research as the experimental class and control class. Each class consisted of 23 students. Using short animation subtitle movie in the teaching learning process of speaking, the research revealed that value of t-test was higher than the value of t-table ($5.70 > 2.015$). It indicated that the alternative hypothesis was accepted, it means that there is significant difference in the achievement of speaking skill between students taught by using short animation subtitle movie in teaching speaking skill at eleventh grade of Senior High School 8 in Serang City. In conclusion using short animation subtitle movie as media in teaching and learning of speaking can be an alternative way media to teach English speaking, because this study was successful to show that there was any effect of students' speaking skills after the treatment by using animation short movie as media.

Keywords: The Effectiveness, Short Animation Subtitle Movie, Speaking Skill

Introduction

As a productive skill, speaking skill is necessary to generate a result of language processing, Tadzkiroh (2017: 1). "Mastery of English speaking skills is a priority for many second-language or foreign language learners," writes Richards (2008: 19). Based on the above statement, it is feasible to conclude that speaking skills are an important aspect of communicating in English. One of the success elements in the use of foreign languages is the skill to speak them.

Teaching speaking in senior high school should include a variety of different skills and activities, as well as various expectations, motivation levels, knowledge, and, last but not least, various learning styles. "Speaking is a key element of second language and teaching," writes Kayi (2006) in Ampa (2013: 3). It is connected to Rokhmawati's (2010: 20) remark that teaching speaking skills is an important component of second language learning since speaking is part of second language learning and teaching. The goal of teaching speaking is to enhance students' communications skills and make them more efficient. Teaching and learning processes must vary to make students feel comfortable and

¹ Corresponding author.

E-mail address: rosmania@untirta.ac.id

do not get bored quickly during the process. The teacher, according to Arsyad (2003: 6), need media to assist the teaching and learning process.

From the explanation above, students must be able to master speaking skills. Speaking skills are very necessary for students to communicate with others. It is necessary to master the speaking skill by bringing English learning experiences into practice. There are several variables that contribute to learners' difficulties in learning to speak. One of them is that they are unsure how to speak in front of the class. Sometimes students also have difficulty when thinking of something to speak, they do not have the motivation to express themselves outside.

These problems are similar to the researcher observes research at Senior High School 8 in Serang City. The result of observation showed that There were several difficulties with learners' speaking skills, specifically in the eleventh grade. Students are nervous about speaking English in front of the class, have a limited vocabulary, and have difficulty acquiring speaking skills. It made the students get difficulties arranging certain sentences. Adding the information, the researcher had interviewed the teacher. The results of the interview revealed that the learners lacked the self-confidence to speak English and were interested in doing so.

When learning takes place, students need more than just instructions from their teacher. It is the teacher's responsibility to inspire learners to pay attention to their studies. As a result, teachers require media in learning language. Learners' interest and passion for learning can be increased by using media. It can also assist students in remembering what they have learnt and make learning more enjoyable. One of the kinds of communication that is printed or audiovisual is media. As a result, the media may be viewed, listened, and read. The role of the media in the teaching and learning process cannot be overstated. There are three different sorts of media. There are three types of media: audio, visual, and audiovisual. Students can learn more by utilizing audiovisual, or media that employs both the senses of sight and hearing, than they can by using media that just uses one sense of sight and hearing. Arsyad (2003: 9)

Learning English necessitates the use of simple strategies for comprehension. One of the many ways to learn English is to watch subtitled movies. According to Suryani (2017), there are some that can be achieved by using subtitle movies, namely: 1) Increase student motivation, 2) prevent boredom students in participating in a learning process, 3) makes the process of learning to walk in a more systematic, 4) facilitates students' understanding instruction of teachers in the learning process, 5) improving student' understanding on the expected learning context.

The researcher discovered several past studies that were related to this topic. There have been three previous studies of this topic that have an impact on educating speaking skills. To begin, Tadzkiroh (2017) performed prior study, and the results of her journal indicated that utilizing subtitled animation video media to teach speaking resulted in a better score than students who did not use subtitled animation video media to teach speaking. In Tadzkiroh's (2017) research, there were

similarities with this research about the technique, and the skill, but using different media. If the previous study used “animation video”, this research using “animation short movie”. Second, the reviewing previous research was conducted by Suryani (2017), that fairy tale movie is effective and applicable in teaching English Pronunciation. In Suryani’s research there was a similarity with this research about the treatment, but have different with the skill, if the previous study just focuses on pronunciation, this research does not only focus on pronunciation Third, the reviewing previous research was conducted by Astaty (2015), the result of the journal showed that there was any significant influence of watching English movie towards student’s speaking skill. In Astaty’s research there was a similarity with this research about the skill but using a different technique. Those previous studies are useful for the researcher additional reference to conduct the research. The researcher compared the studies which discussed speaking related to short animation subtitle movie.

In this case, researchers will take short animation subtitle movie as a medium for conducting research. According to Donaghy (2014). For decades, language teachers have used movies in their classes for a number of reasons, including the fact that movies are an excellent teaching and learning tool. Donaghy also stated that learning from the movie is motivating and enjoyable, the movie provides authentic and varied language, the movie gives a visual context, have variety and flexibility, and can help the teacher to make easy lesson plans. Suryani (2017, p. 32) believed that subtitle movie can be used by students in senior high school as the most effective way to improve their speaking skills, students may have a better understanding of the meaning and proper communication in English by watching the subtitle movie.

As a result, the researcher suggested that these concerns be addressed through another media. Through the use of a short animated subtitle movie, the researcher offered an alternate method of teaching and learning speaking. The researcher will conduct research entitled “The effectiveness of using short animation subtitle movie toward students’ speaking skill of the eleventh grade at senior high school 8 in Serang City”.

Literature Review

Speaking Skill

Speaking is commonly recognized as the skill to express one's thoughts, ideas, and intentions with others via the use of spoken language. Torkey (2006: 30) defines speaking as "an interactive activity that involves the creation, processing, or receipt of information for both interactional and transactional objectives." Speaking, according to Nunan (2003: 48), is a productive skill that consists of structured verbal communication with meaning. This implies that speaking is necessary for communication. Speaking skill are necessary as a productive skill as a result of language processing. Speaking may also be defined as people's skill to communicate their views to others.

Speaking is the most essential skill since it is necessary in daily life to communicate easily and effectively, as stated by Tadzkirah (2017: 11), who claimed that "speaking is the most important skill

because it is one of the skills to speak in that language." Students must communicate in their second language study since it relates to student performance in school and later in life."

One of the criteria for successful foreign language acquisition is the able to interact in a foreign language. "Mastering conversational skills in English is a goal for many second-language or foreign-language learners," writes Richards (2008: 19). It is possible to deduce that speaking skill is a crucial component of developing English for communication. The goal of studying a foreign language is to become more communicative.

Movie and Subtitle

Movie in general can be defined into several definitions. Barsam & Monahan, (2012: 2-3) State that a movie is a narrative that is captured in a series of celluloid strips/movies that are presented on a screen at a specific speed to provide the sense of movement. According to Pratama (2018: 16), instead of utilizing celluloid strips, movie production nowadays is increasingly digital, but the essential features of the movie itself stay the same, move or movie are "motions picture."

Subtitles displayed at the bottom of a movie or TV screen, used to translate or transcribe dialogue or narration. According to Tadzkiroh (2017: 29) Subtitles are the translation of verbal message in filmic media into a foreign language, which is then displayed on the screen as one or more lines of written text in rhythm with the original written message. Usually, one or more lines in a row should be placed beneath the middle of the text. On the other hand Permatasari (2018: 30) stated that Subtitling is a translation method that consists of presenting a written text, generally on the lower half of the screen, that contains picture components (letters, inserts, graffiti, inscription, signs, and the like) as well as auditory information (songs, voice off). The notion implies that subtitling is concerned not just with movie or "translated" lines, but also with any audio visual production, such as music, which may be inter-language or intra-language.

When it comes to duration, different criteria are observed in different regions of the world. Javandalasta (2011) stated that according to its duration, the movie is divided into two: 1) Short Movie, 2) Long Story Movie. Short movie duration is usually under 60 minutes, and Long story films of more than 60 minutes are typically 90-100 minutes long.

Type of movie defines the category of the movie according to the narrative elements of the movie. Each type is unique in the type of story they tell. Over time, types has changed and evolved, creating various sub-type that further define the style of cinema. According Danesi (2010: 134), movie has three main categories, namely: 1) feature movies, 2) animated movies, and 3) documentation.

The movie has always been an important part of human life and culture. Not only individuals who live in major cities, but even people who live in the most distant locations, must have seen a movie at least once in their lives. Most movies are also published with subtitles or dubbing for global distribution, so that individuals who do not speak English, for example, may nevertheless see a movie in their native tongue.

Teaching Speaking Using Short Animation Subtitle Movie

During the educational learning process, it is necessary to educate speaking through the use of a movie. It is because students are driven to learn how to speak English. Students may learn a variety of things from the movie, including new vocabulary and how to pronounce words. Harmer (2005: 282) states the use movie or audio visual in language learning has been a common feature in language teaching for many years. It indicates that movies are currently one of the most effective mediums for teaching English. Richard & Renandya (2002: 366) stated that there are three stages in using movie in the class: First is previewing activities, in this activity researcher prepare students to watch the movie scene by tapping into students' previous knowledge, increasing enthusiasm in the issue, and reducing student fear of speaking. With a video sequence, one method is to explain the scenario and how students expect the material. Second is viewing activities, in this activity researcher, these mostly serve to facilitate the actual viewing of the movie. They include students playing and responding to the full sequence or pertinent sections, as well as focusing on essential components such as factual information, narrative development, or the language employed in a certain circumstance. The last is post viewing activities. "The range of post viewing activities is huge and includes things like discussion role play, debate, writing exercises, and related reading," said one teacher. These activities are just alternatives, and they are only one example of a vast range of possibilities. We should develop, choose, or adapt activities that organically arise from the movie sequence itself while also meeting the needs of the learner.

Research Methodology

In this research, the researcher used quasi-experimental design. The population for this research was students in the eleventh grade students of Senior High School 8 in Serang City. There are ten classes on eleventh grade of Senior High School 8 in Serang City. In this research, the sample was split into two groups. The first class (XI IPA 1) as experimental class and the second class (XI IPA 6) as control class, each class consist of 23 students by cluster sampling.

The instrument of this research was speaking test. In this research, the researcher did two types of tests, which are pre-test, and post-test. The statistical approach is used to analyse the result of the collecting data. The researcher utilized various procedures to analyze the data. They were normality test, Inter-rater reliability analysis of homogeneity, analysis of t-test, and speaking assessment test. The data was collected via a test by the researcher. The results of the tests, which were done using a pre-test and a post-test, were all evaluated and processed using the research formula.

The Hypotheses

- : It is not effective to use short animation subtitle movie toward speaking skill at eleventh grade of Senior High School 8 in Serang City.

- : It is effective to use short animation subtitle movie toward students' speaking skill of the eleventh grade at Senior High School 8 in Serang City.

Research Findings and Discussion

Before proceeding with the analysis of the experiment using short animation subtitle movie to teach speaking English, the researcher first performed an analysis test that included a normality test, a homogeneity test, a validity test, and a reliability test. The normality test was used to determine if the distribution of research data matched the normal distribution. In addition to verifying the normal distribution of data, it is also required to evaluate whether or not the variance of data was homogenous. The validity test was performed to determine whether or not the instrument was appropriate for measuring the research variables. Meanwhile, the instrument's dependability was tested using the reliability test.

The normality test result showed that the whole calculation got index > 0.05 (α : 5%). It can be stated that the data used in this research were normally distributed. The test of homogeneity of variance resulted that sig.value > 0.05 then the data is homogeneous. It is possible to conclude that the data is homogenous. The instrument's validity was good since it was compatible with the content validity and the construct validity, and it had already been reviewed by an expert.

The researchers classified the participants into two groups: experimental and control. Each group included a total of 23 students. This research was conducted out from March 9th to April 9th, 2021. at second semester in academic year 2020/2021. The researchers performed this research online during the teaching and learning process, beginning with meeting students and collecting data. Researchers carried out the treatment in class through the Zoom application, and Students were requested to provide videos of their pre-test and post-test performances using the Whatsapp application.

The researcher took a sample from the existing population, there were class MIPA 1 and MIPA 6. Therefore, the sample of this research were MIPA 1 as experimental class and MIPA 6 as control class. The researcher used 23 students as a sample. Data collection was conducted in three phases, namely pre-test, treatment, and post-test. at March 22th 2021, Pre-test was given to determine the student's skill to telling a story (Narrative text) before using short animation subtitle movie as learning media in experimental class and scientific approach in control class, the researcher found that most of students had difficulty when creating stories. They found it difficult to difficulty when creating stories. It means that the students lack of comprehending and lack of vocabulary, pronunciation and grammar. They was not confident when they had to tell in video. They did not felt free delivering their idea to the word and shy when researcher asked them to made a video.

The situation in this problem is as same as what Juhana (2012: 108) said, that Students are hampered from developing their speaking skills in English class due to psychological issues such as

fear of making a mistake, shyness, nervousness, and so on. She also stated that the issue, such as fear of making errors, was frequently triggered by their fear of being laughed at by a classmate.

The treatment was conducted out twice, once in the control class two meetings and once in the experimental class two sessions. In the learning process, the experimental class was given a treatment that included a short animated subtitle movie. Meanwhile, in the control group, the therapy utilized a scientific approach to the learning process.

After doing the treatment, on April 1st, 2021, the researcher administered a post-test in both the experimental and control groups. The test was carried out to assess the degree of the skill to speak after treatment. According to the post-test results, the students' achievement improved significantly. The progress may be noticed by comparing pre-test and post-test results. The score result also indicated that they had made more progress on treatment than without treatment. In other word, the students who got treatment could increase their understanding and build their motivation in expression and had effect on their skill in speaking than students who got no treatment. Furthermore, a post-test was performed to prove that the approach used in the experimental class had a greater impact on students' speaking skills than the way used in the control class. The effectiveness able to demonstrated through significant difference between the skill to speak in experimental class and the skill to speak in control class.

Furthermore, based on the test results, the mean of the pre-test in the experimental class was 42.17, whereas the control group was 50.00. Following that, the mean of the post-test in the experimental group was 76.65, whereas the control group was 67.39. Based on the calculations above, it is possible to infer that there are significant differences between the experimental and control groups, with the experimental group having a higher mean than the control group.

Determining Degrees of Freedom (df) revealed that df was 44, which is greater than t table (2.015). It indicates that the hypothesis of which short animation subtitle movie was more successful in teaching speaking for the eleventh grade of Senior High School 8 in Serang City was approved. The results show that utilizing a short animation subtitle movie to teach speaking was more successful than not using a short animation subtitle movie at all.

The post-test results revealed that students' speaking skill increased after they got treatment, but only the experiment class that had significant effect. The situation that happened to the experimental class confirmed what Donaghy (2014) stated, that using a movie as a motivation makes the language learning process more fun and interesting. The students of experimental class which taught by short animation subtitle movie were more enthusiast in learning activity which lead them to gained the significant effect than the control class which taught by using lecturing method.

The result of the effectiveness of using short animation subtitle movie toward students' speaking skill that were in line with Tadzkiroh's (2017) previous researched. According to her journal results, students who used subtitled animation video media to teach speaking outperformed those who

did not use subtitled animation video media to teach speaking. It shows that using a subtitled animated video medium to teach speaking to seventh grade students is effective.

Conclusion and Suggestion

Based on the result of the research, it is possible to infer that there is a significant different in speaking skill between the eleventh grade students of Senior High School 8 in Serang City who are taught using short animation subtitle movies and those who are not. In conclusion, using short animation subtitle movie as media in teaching and learning of speaking can be an alternative way media to teach English speaking, because this research was successful in demonstrating that there was any effect on students' speaking skills after treatment with animation short movie as media.

According to this research, teaching English speaking skills through the use of a short animated subtitle movie is more helpful. The researcher suggests that the next research focus on a certain type of animated movie, such as drama or comedy, to improve English speaking for the student.

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