

INTERACTIVE SPEAKING CLASS USING ANIMATED VIDEO

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Abstract

Teaching English has its own challenges, especially teaching collage students who lack enthusiasm in learning English Subject. Short responses show that they have less attention and do not really interest on the material. Another reason are because English is not their mother tongue but an international language which is not commonly used in their daily conversations. Teaching students with a variety of backgrounds understanding in English will make lecturer have to struggle so that the material can be immediately understood. The various problems arise during teaching and learning process including the material itself, the way lecturers teaching in class, teaching methodology, lack of motivation, fear to speak English and feeling bored with the textbook. To overcome the arising problems that appear in teaching and learning process some inovation must be carried out considering the technological sophistication has been so rapid. Animated video were chosen in teaching speaking subjects on the topic “job interview“. The implementation of the study was carried out by an experimental method involving 4 classes, 2 classes as an experimental class and 2 other classes as a control class. Implementation is conducted for one semester. The results obtained that 85% of students are very interested in the material presented, do not feel bored and monotonous, the class is more interactive because it does not seem awkwardly. The results of the tests included the acquisition of vocabulary, grammar, fluency, and pronunciation. So it can be concluded that the class is more interactive and has improved after it has been applied using Animated Video.

Keywords: teaching, animated video, speaking

Introduction

Teaching English courses has been given since the elementary school level to the university level but unfortunately the results of the achievement in English language skills have not been significantly seen. Time limitations, teaching facilities, teaching media, and syllabus probably inhibit English language skills. Giving plentiful teaching, memorization, and objective tests create students avoiding this subject even reluctant to learn English. In the traditional classical teaching system applied in Indonesia teacher's abilities are to be a major factor in the success of a teaching activity. Expert teachers will be able to deliver their knowledge smoothly to students so that they become good at mastering English. It will clearly visible when both students and teachers practice continuously whether inside class or outside class.

Teaching students need high attention. The best way is not only interesting material and the right teaching methods, but the use of technology is now as one of the important and effective supporting tools. Every day, many of them access the internet to find out information about their idols, information that is viral, the latest films, newest songs, those are mostly using English language. If the teacher uses this opportunity and applying in teaching learning process surely it will be easy to get effective learning outcomes.

Through the use of animation media, students are able to develop their imagination with their initial knowledge and be more skilled, thorough and creative. Displaying images or writing in an animation requires a mature concept therefore the message which delivered is easier to understand. The ability to convey information through illustrations that are dynamic and easily accepted by others is successful and right on target.

Some research results have used animation as a learning medium. Liem Swe King developed learning media by using CD as a medium for teaching speaking subjects in class X of SMK N 1 Sengah Temala. It is stated that the Classical CD method applied has a potential effect so students can practice directly in everyday life [1].

Speaking as one of the important elements in English language courses so that students are required to be more diligent in understanding and applying the lesson. On the other hand the teacher must also prepare teaching material that is able to create a comfortable atmosphere in the classroom. Therefore animated media will be used during speaking lessons and hopefully will bring good change such as the courage to speak in English and be more interested in English, besides increasing interest in English class. According to background of the study above problem statement in this article involves “(1). How do students adapt in learning methods using animated media? (2). What are the impact that obtained by students and lecturers after speaking learning through the animation method?”

Review of Relevant Literature

1. Speaking

Speaking is a learning activity in the form of speech, both done individually, in pairs or in groups. Speaking is the language that every person has from birth, language is obtained by the process of listening. In the world of speaking education is one skill that has an important role, namely as the basis for the realization of a communication [2].

Another opinion suggests that speaking is a person's activity to express opinions, ideas, explain an individual's activities in a way that is collapsed and eloquent [3]. Other supporting statements explained [4] speak is communication that has an influence in everyday life. In other words speaking is someone's speaking ability to express opinions systematically used to convey messages to the other person and to respond so as to create an effective communication.

2. Animation

The use of animation in education plays an important role because it can increase interest in learning, especially speaking skills. From the teacher's side, the use of animation media make it easier when the teaching and learning process deliver material to students. Animation is the creation of images or writings that move continuously as if there were changes in the illusion of shapes from static images arranged sequentially to form an interesting series. Etymologically animation taken from Latin *animatus* has the meaning of moving.

Animation has three main features, first is animated images, is a depiction. Second is an animated movement that describes the movement. The third is an animated simulation consisting of objects that are made then depicted or by using another simulation method. [5].

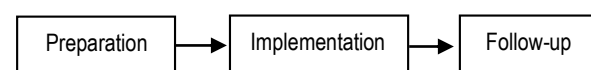
Various types of software for creating animations have been widely available, such as swift 3D, Adobe Reader, Adobe Flash and other software, making it easier for users, especially instructors and students to use animation as a learning tool.

Methodology

1. Research Method

The research method that will be used in this article is the experimental method. Implementation of this method by conducting experiments and proofs so as to produce a hypothesis. The experimental method presents lessons through experiments to prove a hypothesis [6]. Another understanding of the experimental method is the way of learning and teaching that involves students by testing and proving the results of the experiment. The stages in implementing the research model with the experimental method are as follows:

Figure 1.
Experiment method



a. Preparation

The first stage in conducting the experimental method is preparation, the things that must be done are: set the goal of the experiment, prepare the materials and tools, consider the number of students, provide direction, and technical implementation.

b. Implementation

The actions that must be taken at this stage are; students have started conducting experimental activities, students are asked to focus on the lecturer / teacher explanation, and the teacher pays attention to class conditions.

c. Follow-up

After carrying out the experiment there will be discussion and evaluation.

2. Object of the research

The object taken for this study was the first semester students who took English courses at Computer Science Department.

3. Instruments

Animated Video is used in this research as a medium for teaching speaking

4. Finding and Discussion

Experimental research is a study that conducted to find out the consequences of a

treatment given intentionally by researchers. It held on first semester, 2 classes as control class, and two classes as experiment class. Here are some steps in experimental researcher that was done by the researchers:

Table 1.
 Research design test

	Pre test	Treatment	Posttest
Experimental group	O1	X	O2
Control group	O3		O4

1. Pretest

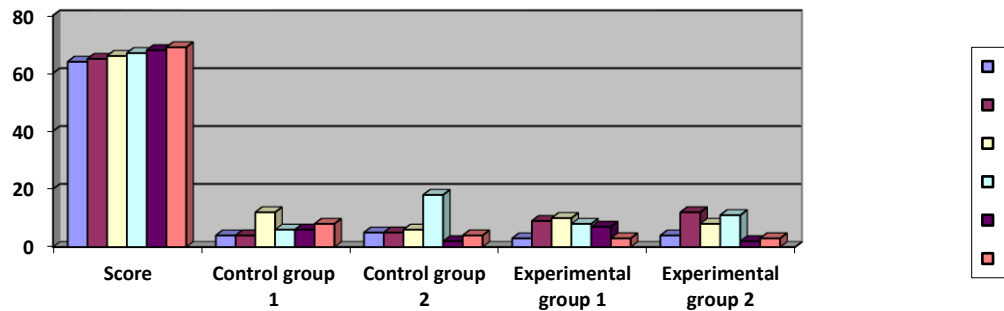
Pre Test is a set of tasks that must be done by students or can also be in the form of questions given at the start of learning activities. The purpose of the Pre Test is to find out the level of understanding or initial abilities students have on the subject. Pre Test questions usually refer to the learning objectives. The form of the Pre Test question can be multiple choice or description. The number of Pre Test questions usually depends on the teacher's policy, which needs to be considered so that when students work on the Pre Test problem does not reduce the time of learning activities.

Pretest was established on october 2018, four classes was given the same question in order to get basic understanding. Here the score for both control and experiment class:

Table 2.
 Pretest score frequency

Score	Control group 1	Control group 2	Experimental group 1	Experimental group 2
64	4	5	3	4
65	4	5	9	12
66	12	6	10	8
67	6	18	8	11
68	6	2	7	2
69	8	4	3	3

Figure 2.
 Diagram Pretest score frequency



On the figure 2 above the lower score on 64 and the highest score among control and experimental score is 69. Fortunately, in this pretest four classes have same score level both in the lower score and highest score.

2. Treatment

The next stage is the implementation of research by providing different treatments between the experimental and control classes. the experimental class is given speaking lessons with the theme of job interviews using animated videos, while the control class uses a handbook like in regular lessons.

Almost 2 weeks the experimental group used animated video, they were very enthusiastic joining english class because the lecturer deliver the subject using different media. In other activities, two control groups

used handout and the lecturer present in in powerpoint and sometimes using their hand out

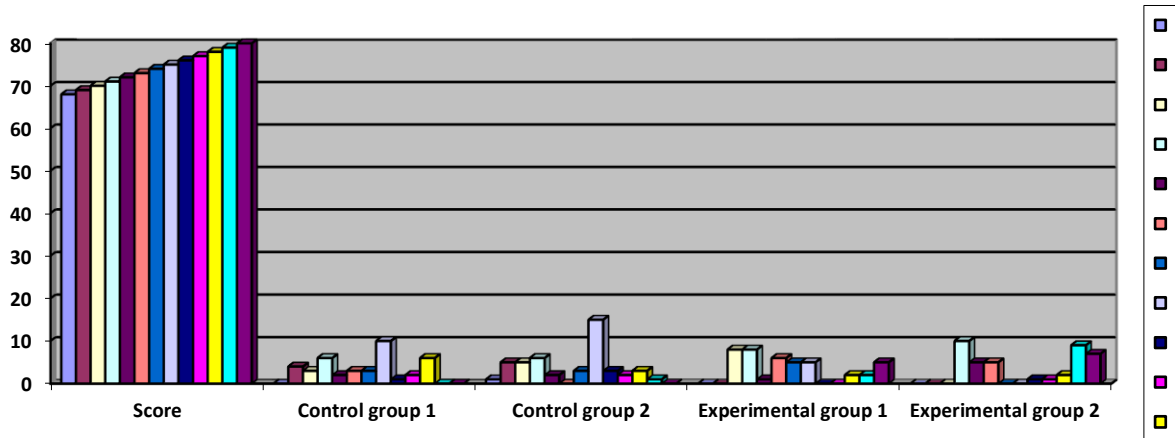
3. Post test

Post test is a form of question given after the lesson has been delivered. In short, the post test is the final evaluation when the material taught. The benefit of holding this post test is to get an idea of the abilities achieved after the end of the delivery of the lesson. The results of the post test were compared with the results of the pre test that had been conducted so that it would be known how far the effect or influence of the teaching had been done, besides knowing which parts of the teaching material were still not understood by most students. Here are the result of post test.

Table 3.
 Post test score Frequency

Score	Control group 1	Control group 2	Experimental group 1	Experimental group 2
68	0	1	0	0
69	4	5	0	0
70	3	5	8	0
71	6	6	8	10
72	2	2	1	5
73	3	0	6	5
74	3	3	5	0
75	10	15	5	0
76	1	3	0	1
77	2	2	0	1
78	6	3	2	2
79	0	1	2	9
80	0	0	5	7

Figure 3.
 Diagram Post test score frequency



Based on figure 3 above, the score was increased after applying different method in the experimental group. The highest score from control groups was 79 and experimental group was 80. The lower score from control group was 68 and experimental group was 70.

Conclusion

From the results of the t test at the pretest and posttest that have been done, the experiment obtained a count with df 40 significant (2-tailed) smaller than the significance level of 0.05 or (0,000 < 0.05). then the results of the T test showed that there were significant differences in the experimental group before and after the implementation of the teaching activities using the animated video entitled job interview.

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