

THE USE OF ANIMATION VIDEOS TO IMPROVE STUDENT'S SPEAKING ABILITY AT SMP NEGERI 8 SATAP TONDANO

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Abstract: Education is an important foundation for every individual and even the country. In today's life, especially in the era of technology, education has become greatly helped by the existence of various kinds of technological media that can support the education process. Therefore, innovation in learning is needed, English learning innovation can be done by applying the use of learning media that can help students in absorbing information better to increase student interest in learning. The purpose of the study is to measure the influence of Audio-Visual as a Learning Media. Using class action research, this study employs a quantitative descriptive analytic technique. The number of samples in this study were 16 grade VIII students of SMP Negeri 8 SATAP Tondano who had been involved in the use of animation videos to improve student's speaking ability. The results showed that the eighth grade students of SMP Negeri 8 SATAP Tondano liked the use of animation video as a learning media for learning English, especially to improve the speaking ability. Therefore, it is hoped that Animation Videos can be a reference for learning media to learn English, especially to improve the speaking ability.

Keywords: *CAR, Students Speaking Ability, Animation Video, English, Learning Media.*

INTRODUCTION

Education is an important foundation for every individual and even the country. Education must really be directed to produce quality human resources, and be able to compete in the digital era and have noble ethics and good morals (Maru & Matheos, 2019). In education itself, a learning process becomes very important, learning itself can be interpreted as a process of interaction between students and educators and learning resources in a learning environment which includes educators (teachers) and students (students/students) who exchange information (Maru et al., 2022).

Therefore, the running of a learning needs to always be considered in each of its components and continue to develop new methods which of course go hand in hand with the development of the times and remain with its goal of improving the quality of education.

Currently English has been added to subject at school and get positive feedback from students or the general public (Maru et al., 2020). In today's life, especially in the era of technology, education has become greatly helped by the existence of various kinds of technological media that can support the education process (Liando et al., 2023; Liando & Tatipang, 2024, Nur et al., 2023). There are many things that we can take advantage of technology to be applied in the classroom, for example as a learning medium. Learning media is one of the components of learning that has an important role in the teaching and learning process. Kumayas and Lengkoan, (2023) claimed that English is one of the lessons that develops communication skills both orally and in writing, understanding and expressing information besides that it is one of the very important lessons, because English is a language that is patented to be an international language where everyone in all parts of the world can communicate with someone who has a different language using English. According to Richards & Rodgers, (1986), many residents in various countries use English as a means of communication in various important international meetings. Mastery of English becomes very important because almost all global sources of information in various aspects of life use this language (Lengkoan et al., 2022; Lengkoan & Rombepajung, 2022). In delivering the material at school, the English learning process itself, is still rigid and monotonous such as too much theoretical provision and lack of application of the material so that it often causes a decrease in student interest to influence the results of the evaluation and absorption of the lesson.

Kustandi & Sutjipto, (2013) stated that Audio visual is a way of producing or delivering material using mechanical and electronic machines, to present audio and visual messages while according to Sudjana & Rivai, (1989) Audio-visual media is defined as a collection of equipment used by teachers when providing ideas, concepts and knowledge that can later be captured by the senses of sight and hearing. Therefore, the use of audio-visual learning media is a very appropriate media to use.

The process of teaching and learning activities will become more effective, interactive, and interesting. Teachers become more optimal in conveying the content of learning materials and students can become easier in understanding the content of the material, supported by (Liando et al., 2022; Liando et al., 2023). By using audio-visual learning media, students can immediately see and imitate the pronunciation of vocabulary or expressions in English.

SMP Negeri 8 SATAP Tondano is one of the schools in Tondano District, Minahasa Regency, Indonesia. Teachers who teach at this school apply a lecture system for learning vocabulary and have never tried using audio-visual as learning media. Therefore, based on the description above, the researchers is interested in conducting a research entitled The Use of Animation Videos to Improve Student's Speaking Ability at SMP Negeri 8 Satap Tondano.

RESEARCH METHOD

This study uses the Class Action Research model or can be abbreviated as CAR. According to Arikunto, (2010) Class Action Research is a study conducted on a number of subjects that are targeted, namely students, aimed at improving the learning situation in the classroom so that there is an improvement in the quality of learning.

The procedure for its implementation can begin with the analysis of the situation, action planning, execution of actions, reflectivity, and evaluation of the impact of actions. The procedure can be repeated until results are obtained in accordance with the expected quality

FINDINGS AND DISCUSSION

Their Result of Pre-test score

Table 1. Pre-test VIII values

Absence Number	Mark	Information
1	7,5	Passed
2	7	Not Passed

3	6,5	Not Passed
4	7,5	Passed
5	8,5	Passed
6	7	Not Passed
7	6	Not Passed
8	6	Not Passed
9	7,5	Passed
10	8	Passed
11	7	Not Passed
12	6	Not Passed
13	7,5	Passed
14	7	Not Passed
15	8	Passed
16	6,5	Not Passed
AMOUNT	113,5	
AVERAGE	7,0	

In more detail, the test scores before the action obtained are converted into standard values, so the results can be seen in the table below:

Table 2. Student Graduation Based on Learning Outcomes Before Action

Interval Value	Percentage	The number of students	Information
7,5 - 10	43,75 %	7	Passed
0,0 - 7,49	56,25 %	9	Not Passed

Based on the table above, it can be seen that the results of student learning after the scores are converted into the "Kriteria Ketuntasan Minimal" (KKM) of school grade

standards. 7 students were in the pass category with a percentage of 43.75% and 9 students fall into the category of not graduating with a percentage of 56.25% of the total number of 16 students with an average score of 7.0. From the results of pre-action observations, students have not achieved maximum learning outcomes, these obstacles prove that students' mastery of the material is still low.

The Result of Post-test Score (cycle 1)

Table 6. Values of the second daily test (cycle 1)

No absence	Mark	Information
1	9	Passed
2	7,5	Passed
3	7	Not Passed
4	8	Passed
5	8,5	Passed
6	8	Passed
7	8,5	Passed
8	7,5	Passed
9	8,5	Passed
10	8	Passed
11	8	Passed
12	7	Not Passed
13	8,5	Passed
14	9	Passed
15	8	Passed
16	7	Not Passed
AMOUNT	128	
AVERAGE	8,0	

Table 7. Student Graduation Based on Cycle 1 Values

No	Interval Value	Percentage	The number of students	Information
1	7,5-10	81,25 %	13	Passed
2	0,00-7,49	18,75 %	3	Not Passed

Based on the table above, it can be seen that the results of student learning after the scores are converted into the Minimum Completeness Criteria (KKM) are school grade standards. 13 students were in the pass category with a percentage of 81.25% and 3 students who were in the category who had not graduated with a percentage of 18.75% of the total number of students who attended were 16 students with an average value of cycle I of 8.0. So, student learning outcomes from pre-cycle to cycle I increased by 10%. This shows that there has been an increase in terms of the student graduation rate. Besides that, the average student score has also increased, from the beginning the average was below the KKM to the average above the KKM.

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