

**IMPROVING THE SPEAKING ABILITY OF THE STUDENTS
AT PUBLIC VOCATIONAL SCHOOL 6 MALANG,
INDONESIA, USING ANIMATION MOVIES AS TEACHING
MEDIA**

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ABSTRACT

This study was a Classroom Action Research which was aimed at improving the speaking ability, particularly in expressing ideas and feelings in English, of the students at Public Vocational School 6 Malang, Indonesia, using animation movies as teaching media. The subjects of this study were thirty five students of the eleventh grade at Public Vocational School 6 in Indonesia. Performance test was employed to measure the students' speaking ability. To be successful in using animation movies as media in teaching speaking, the writer used a strategy that involved the following steps: 1) building up the students' confidence in speaking English without provided texts, 2) encouraging the students to produce vocabulary orally and vocabulary drilling through picture description activity, 3) enhancing the students' grammar mastery as well as fluency in speaking through story completion activity. 4) testing the students' speaking performance comprising four aspects: fluency, vocabulary, pronunciation, and structure through role-play activity. In addition, the subtitle of the animation movies used was Indonesian subtitle and students were allowed to take brief notes during the teaching and learning process.

Key words: *speaking ability, teaching media, animation movies*

According *KTSP* (School-level Curriculum), the objective of teaching English at vocational schools in Indonesia is to empower the students with basic skills of English in the level of novice, elementary, and intermediate. Generally, vocational schools in Indonesia are divided into three grades: tenth grade,

eleventh grade, and twelfth grade. In its relations with the *KTSP* (School-level Curriculum), the novice level of English is taught for the tenth grade students, the elementary level is taught for the eleventh grade students, and the intermediate level is taught for the twelfth grade students. In Public Vocational School 6 Malang – the vocational school where the research was carried out – the teaching of English was done as instructed in the curriculum in which the four skills of English, listening, speaking, reading, and writing was taught integrated.

In Public Vocational School 6 Malang, a classroom was taught by an English teaching team consisting of two English teachers who taught in different day – the writer was one of the English teaching team members. Based on the observation during the teaching and learning process it was found out that a class of eleven grade students had problems in speaking practices. To be specific, students were not active during the teaching and learning process, moreover, students had no interest in speaking practices even though they performed well in reading, listening and even writing; the assignments and tests given to the students indicated that their scores were mostly above the minimum passing grade (*KKM*); the *KKM* set by Public Vocational School 6 Malang was 76. Moreover, the students also tended to use Indonesian language or Javanese the local language the students used for daily communication instead of English in the teaching and learning process. What the students did in the class brought a direct effect that in speaking assessments only around 40% of the students scored above the minimum passing grade.

Facing such problems, the writer tried to find out the possible causes. He conducted a preliminary study in the form of an observation on his own class while teaching using the regular techniques and materials he used for teaching speaking. In this process, he observed what students did in the classroom, how they did it, and what extent they achieved in learning English. Besides, he also observed how his teaching team partner taught in her class including what materials she usually used in teaching speaking. In addition, the writer also asked the students to write comments on what they thought about their English teachers in teaching speaking, what they liked and disliked about speaking in English, as well as what kind of situations they expected to encourage them to speak in English. This observation was done to get more authentic data about the teaching and learning English in general and the teaching and learning speaking in particular.

Based on the observation, the writer could draw four conclusions. First, students were passive and unmotivated during speaking practices because they were bored with technique used by the teachers to teach speaking. In the teaching and learning process, English teachers usually asked the students to memorise dialogues provided in the workbook and practice the in front of the class in pairs or in groups. By using this teaching technique, students did not have a lot of opportunities to express their own ideas; they just spoke English based on the existing conversation written on their workbook. Nunan (1991, p. 39) suggests that the success of speaking is measured in terms of the ability to carry out a

conversation in the target language. In other words, not giving students chances to speak will lead them to lose their motivation and interest towards the language.

Second, some students thought that memorising a dialogue was too difficult because not only they were forced to memorise every single word in the dialogue which sometimes they did not really understand, therefore, they prefer talking something else with their friends using Javanese to memorising the dialogue given by the teacher. Ur (1996, p. 121) states that there are four points that impede the students in speaking. The first is 'inhibition'. Learners are often inhibited about trying to say things in a foreign language classroom. The second is 'nothing to say'. Even though they are not inhibited, it is often heard students complain that they have nothing in mind to say. The third is 'low participation'. There is only one person can talk in a particular time if he or she wants to be heard by others. It means that in a large group, someone's chance to speak is relatively low. Moreover, the problem can be more complicated if the class is dominated only by some particular learners or students, while other students speak little or none. The last is 'mother tongue use'. Within classes in which all or a number of students share the same mother tongue, they may tend to use the mother tongue because it is easier and more natural rather than use a foreign language, and because they feel less 'exposed' if they are communicating using their mother tongue.

Third, students needed a more fun way in learning speaking. They thought that memorising dialogue was somehow frustrating because besides they had to memorise many words as stated previously, they had to do it so quickly because

after they practiced with their friends they had to perform it in front of the class in the same meeting.

Fourth, when students were tested in speaking using the teacher's regular technique, memorising a dialogue and presenting it in front of the class, the students could perform quite well in terms of fluency and pronunciation. Nevertheless, when they were tested to speak without the memorised dialogue; in this case students were asked to tell any fictional story or narrative story they really knew, their fluency and pronunciation degraded. In addition, many of the students had problems in expressing their thoughts because they seemed to understand the plot of the story but they did not quite know the proper English words to express it. Moreover, some students also performed inconsistent structure or grammar while speaking. In this preliminary study, students were assessed using a scoring rubric comprising fluency, vocabulary, pronunciation, and structure.

Knowing the problems, the writer thought that it had to be solved immediately, otherwise, it could lead to the students' failure at the end of the semester or after they graduate from school considering how important speaking is. Ball (1960, p. 33) states that people are considered that they understand a language only if they are able to speak it. Kayi (2006) also claims that the ability to communicate in a second language obviously and efficiently promotes to the learners' success both in school and later in every phase of life. Therefore, it was very important for language teachers to empower the students with rich environment where meaningful communication took place was desired rather than

guide the students to memorise materials. With this objective, various speaking activities could contribute a great deal to students in developing basic interactive skills necessary for life. These activities made students more active in the learning process and at the same time made their learning more meaningful and fun for them.

Thus, the writer was challenged to improve the students' speaking ability and referring to the problems found in the classroom, he intended to use a more refreshing technique that was expected to solve the problems. Harmer (1998, p. 52) states that a good context of learning ought to be interesting for students although it does not have to be very funny and incredibly inventive, yet the students should at least want to see or hear the information. In line with that statement, the writer chose animation movies as media in teaching speaking for four specific reasons. First, writer as a teacher at Public Vocational School 6 usually played movies in the class to avoid the students' boredom during teaching and learning process and the students loved it very much especially when he played animation movies. So, he thought that it should be a lot easier to use animation movies for media in practicing speaking because the students were already familiar with movies in the class and it would be a new way for them to practice speaking without having them read dialogues provided in the book used for teaching and learning process, memorise the dialogues in a short time, and practice them in an old-fashioned way. In other words, students would get the lesson as well as the fun at the same time. Second, using animation movies for learning English was a new strategy in the school, so it was expected that it could

encourage students to speak in English. Johnson (2006) states that young people like cartoons (animation movies), therefore, it is very reasonable if they are used in educational context because they might also create an interest in learning. Furthermore, Johnson (2006) also states that it is also known that visuals, including cartoons or animation movies, are employed to aid someone to see an immediate meaning in the language and to enhance language point. Third, animation movies gave a visual context. Donaghy (2014) states that the ‘visuality’ of animation movies can be an invaluable language teaching tool which enables learners to understand more by interpreting the language in a full visual context, assists the learners’ comprehension by enabling them to listen to language exchanges as well as to see visual such visual supports like facial expressions and gestures which help verbal message and a focus of attention. Fourth, the choice of animation movies was to avoid possible inappropriate scenes such as erotic acts, physical and mental violence, etc.

RESEARCH METHOD

Classroom Action Research (CAR) design was used in this study since the writer was a teacher at Public Vocational School 6 Malang and this study was intended to improve the speaking ability of the students using animation movies as the teaching media. This Classroom Action Research (CAR) comprises planning, implementation, observation, and reflection.

Planning

In this step, the writer designed the lesson plan, prepared the instructional media, prepared the procedure of the strategy, set the criteria of success, and prepared the instruments. Besides, the writer decided that there were three meetings in a cycle due to the time limitation given by the school for this research and the research subjects were thirty five students from the eleventh grade who had problems in speaking.

Lesson Plan. The lesson plan in this research contained the essential information about the teaching and learning administration including time allocation, indicators, objectives, teaching medium and equipments, as well as teaching and learning procedure for the implementation of the classroom action research.

Instructional Media. The main media in this research were animation movies. In cycle one the animation movie used was 'Madagascar: Europe's Most Wanted' with English subtitle. This movie was chosen because it was a new-released movie whose genre was comedy, so it was expected that students could be more excited to speak up in English while in cycle two the movie used was 'Despicable Me' whose genre was also comedy with Indonesian subtitle. Indonesian subtitle was used in cycle two for it seemed that students were not so familiar with movies with English subtitle and some students found it too difficult to understand the story. The next were thirty five different screenshots taken randomly from each movie. These screenshots were used mainly to help the students enrich their vocabulary mastery. The last were the equipments used for

playing the movies such as a unit of LCD projector which was already available in the classroom, a unit of laptop, and a unit of speaker to make the students hear the dialogues in the movie better.

Procedure of the Strategy. As stated previously, this research consisted of three meetings in one cycle. In meeting one, the students watched a movie for ten minutes and followed by picture description activity. Prior to the activity, the teacher, in this case he was the writer, first showed the students a screenshot taken from the movie and the students were asked to mention any vocabulary related to the picture. Later, the teacher performed pronunciation drilling using ‘listen and repeat’ technique. Next, each student was given different a picture and they were to describe the picture based on what they saw in the picture and they were also permitted to relate the description with the movie scene they watched.

In meeting two, students watched a movie for ten minutes followed by a group discussion about the continuation and the ending of the movie scene they watched. Having finished with the discussion, the teacher explained how to formulate proper sentences using a proper structure in telling a story. Besides, he also trained the students’ fluency in expressing ideas. When it was done, one representative from each group was pointed in turn to report the result of their discussion in front of the class. In meeting three, the students watched a movie for ten minutes and followed by group discussion. This time, the students were to create a role play based on the movie scene they watched. Having finished with the discussion, each group performed the role play in front of the class in turn. In this activity every member of the group had to take part as a character in the

movie. Meeting one and meeting two were meant for practice, while in meeting three the students were assessed using research instruments which were explained in the next point.

Research Instrument. The research instrument employed in this study was performance test. Performance test was a role-play speaking test. It means that students were assessed while performing a role-play. In this test, the assessment comprised four aspects: fluency, vocabulary, pronunciation, and structure.

Criteria of Success. Referring to the results in the preliminary study, the writer decided that this research was successful if $\geq 70\%$ of the students (25 out of 35 students) got ≥ 76 in 0 – 100 scale for assessment on students' speaking ability. The reason why 76 was determined to be the passing grade in this research because it was the minimum passing grade set by Public Vocational School 6 Malang.

Implementation

Having finished with the preparations, the writer implemented the teaching scenario exactly like what had been planned. There were three meetings in one cycle and the detail of the steps in implementing the teaching scenario has been explained in the procedure section. In the implementation, the writer taught the class and was accompanied by two collaborators third meeting of a cycle. The collaborators were English teachers one of whom was the writer's teaching team partner in teaching the class which became the subject of this study. Those

collaborators assisted the writer to assess the students using a scoring sheet comprising four aspects: fluency, vocabulary, pronunciation, and structure.

Observation

Observation was done to collect the data about how far the strategy solved the students' problems. The observation in this research was done along the implementation of the action using the prepared instrument. The instrument was performance test which was used to measure the students' ability in speaking. It comprised four aspects: fluency, vocabulary, pronunciation, and structure.

As explained in the previous point, in observation phase the writer collaborated with two other English teachers in which each collaborator assessed the students using the same instrument which was the assessment sheet on students' performance. The reason why there were two collaborators who assessed the students using the same instrument was to see the quality of the score they gave to the students.

The process of scoring was done while students performed role plays – the class was grouped into seven groups consisting of five students – based on the animation movie used in the cycle. And to determine the students' score, rating score with descriptions was used. The rating ranged from one to five. And then the score of all aspects of the assessments were added to find the total score. Next, the total score was divided by 20 – the total of the highest score from all aspects of the assessment – times 100 to find the students' score in 1 – 100 scale.

Reflection

Having finished with the observation, the writer along with the collaborators discussed the result of the observation in the cycle. It included the discussion about how far animation movies could be used as teaching media to solve the students' speaking problems as well as what factors that might cause the action research unsuccessful. The scores from the two collaborators were computed using the determined formula as explained in the previous point and then the result was compared with the criteria of success.

The result of reflection of Cycle one indicated that students' speaking ability improved quite significantly in terms of vocabulary, pronunciation, and structure. However, in terms of fluency, the improvement was not so significant and still below the expectation. After all, the overall result of Cycle one indicated that it had not passed the criteria of success yet. Therefore, the writer had to continue the action into Cycle two and revise the teaching scenario which mainly attempted to improve the students' fluency in speaking English for it was the weakest aspect achieved by the students compared to the three other aspects being tested.

FINDINGS AND DISCUSSION

Findings

The results of this study dealt with the students' speaking ability. And the success or failure of this study is determined by whether or not the criteria of

success - $\geq 70\%$ of the students (25 out of 35 students) got ≥ 76 in 0 – 100 scale for assessment on students' speaking ability– is achieved.

Students' speaking ability. Cycle one. Before the implementation of the action, most of the students scored below the minimum passing grade (*KKM*) for speaking test. Among thirty five students, there were only fifteen students or 42.86 % of the total students got ≥ 76 . Students' speaking performance was considered poor in terms of fluency, vocabulary, pronunciation, as well as structure. The majority of the students spoke English influently with a lot of hesitations, used very limited English vocabulary and major usage of non-English vocabulary usage, pronounced English sentences incorrectly most of the time, and demonstrated major grammatical errors.

After the implementation of the action, students' speaking performance quite improved. Most students produced limited English vocabulary but less usage of non-English vocabulary, pronounced English sentences with frequent errors, and demonstrated frequent grammatical errors. On the contrary, the students' performance in terms of fluency was still below the expectation. Students still spoke English influently. In addition, although the students became quite enthusiastic during the teaching and learning process, unfortunately, some students were not familiar with a movie with English subtitle, so they had a problem in understanding the story in detail.

In terms of score, in Cycle one the percentage of the students who got ≥ 76 increased. Collaborator one recorded that there were 60% of the total students (twenty one out of thirty five students) passed while Collaborator two noted that

57% of the total students (twenty out of thirty five students) passed. To conclude, after comparing the result of the action in Cycle one to the criteria of success, it turned out that it was still below the target. Therefore, the writer had to continue the action to Cycle two with some revisions in the teaching scenario.

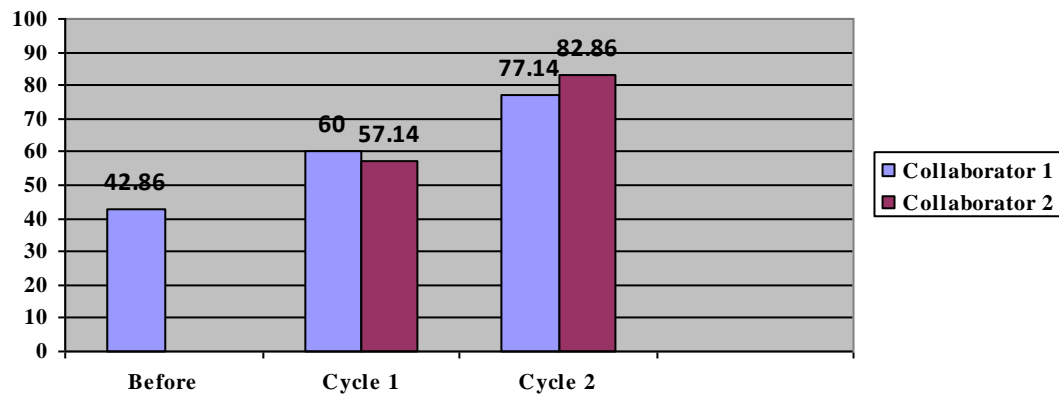
Among the four aspects of language being tested, students' achievements in fluency was the lowest compared to other aspects. Thus, the writer had to enhance it in Cycle two. In this case, the writer taught the students mind mapping of ideas as well as allowed them to take brief notes to help them become more fluent in speaking. Besides, English subtitle was no longer used in Cycle two to help the students easier in grasping the story and messages in the animation movie they watched.

Cycle two. After the Cycle two was implemented, the progress of the students' speaking performance was much better. The students' achievement on the four aspects being tested increased. In this cycle, the majority of the students were able to speak English using adequate vocabulary and only occasional usage of non-English vocabulary. Students were able to pronounce sentences with only occasional errors. Students also demonstrated occasional grammatical errors while speaking. Moreover, students were able to speak English quite fluently with occasional hesitation.

Compared to the preliminary study and Cycle one, the data indicated that the students also performed better in terms of score. Collaborator 1 noted that 77.14 % of the total students (27 out of 35 students) passed the minimum passing

grade (*KKM*) and the record of Collaborator 2 indicated the same progress; there were 82.87 % of the total students (29 out of 35 students) passed.

Table 1. The Summary of Progress on Students' Speaking Ability.



Seeing the results of the action in cycle two, it can be seen that the students' scores for the assessment surpassed the criteria of success. In other words, it indicated that animation movies can be used as teaching media to improve the students' ability in speaking, particularly in expressing ideas and feelings in English, therefore, the action could be stopped.

Discussion

Based on the findings in the previous point, it can be inferred that in order to create a good teaching and learning process to improve the students' speaking ability it demands the writer to follow a particular procedure. There are preparations to be made prior to teaching speaking using animation movies as media.

The first, the writer has to determine the objective of the teaching and learning process. Since activities deal with speaking, the objective should reflect the ability of speaking considering the need, interest, and the level of the students.

The second, the writer has to prepare the instructional media to support the strategy or technique as we know that media are important for teaching and learning process. Gerlach and Elly in Ibrahim (1981: 7) states that instructional media play a key role in the design and use of systematic instruction. Thus, the media have to be relevant for the level of the students as well as go along with the objective. Besides, it is also important to pay attention about the level of difficulty of the media for the level of the students.

Ibrahim (1981: 29) proposes some considerations in choosing media: the appropriateness with the instructional objectives, the appropriateness with the level of the students, availability, and quality. It means that in choosing media, teachers should consider whether or not the media can be used effectively to accomplish the instructional objectives, whether or not the media is interesting for the students and appropriate with the capability and the learning pattern of the students, whether or not the media is easy to get and or it is possible to produce, and whether or not the quality of the media used is still good and possible to deliver information better, for bad quality media may lead to misunderstanding.

In line with Ibrahim, Sudrajat (2008), states that the most important criterion to consider in choosing media is that media should be in line with the objective of the study that is going to be reached. If the objective is about repetition of words, audio media would be appropriate. If the objective is about comprehending text, printed media should be chosen. And if the objective is more about motoric (movements and activities), film and video media would be appropriate. Therefore, considering the problems found in Public Vocational

School 6 Malang as explained in the introduction section, the writer decided that animation movies were appropriate media to be used to teach speaking in order to solve the students' problem.

Brown, Lewis, & Harclerod, in Wediyantoro (2010: 20), states that in instruction and training, motion picture (movie) fulfills a variety of purposes. They communicate information, change or strengthen attitudes, help to develop skills, whet interest, raise problems, invoke moods, and emotionalise learning. There are many advantages of using movie (video) in general animation movie in particular in teaching and learning EFL: (1) the students will not get bored during the process of teaching and learning and they can learn to concentrate more, (2) the students can improve their oral English because they must express their opinion about the movie itself, (3) there is a lot of information in the movie so that the students will enrich their knowledge about English, etc. Moreover, Febrian in Wediyantoro (2010: 21) states that animation movies would be easier to remember for the viewers because it has unique picture characteristics that cannot be found in other kinds of movies.

The third, the writer or teacher ought to design an appropriate setting to conduct the activities, to decide the time allotment, and necessary assessments as well. Kayi (2006) says that in teaching speaking teachers should create a classroom environment in which students have real-life communication, authentic activities, and meaningful tasks that promote oral language. It occurs if students collaborate in groups to achieve a goal or to complete a task.

There are some activities to promote speaking such as discussion, role play, simulation, information gap, brain storming, storytelling, interviews, story completion, reporting, and playing cards. Furthermore, Klippel (1984: 5) says that learning is more effective if the learners are actively involved in the process.

Referring to those theories, the writer decided that picture description, story completion, and role play were appropriate activities for the students. Among those three activities, story completion and role play were group work activities involving group discussion and performance. Brown (2007: 225-226), states that group work has many advantages such as it generates interactive language, offers an embracing effective climate, promotes learner responsibility and autonomy, and is a step toward individualising instruction.

In picture description, the students were encouraged to produce as much vocabulary as possible based on the movie they watched. Besides, pronunciation drilling was also done during this activity. In story completion activity the students were to create an ending for the animation movie they watched based on their creativities. In addition, students were also trained about using appropriate grammar while speaking as well as fluency enhancement. In role play activity the students were to create a role play based on the animation movie scene they watched. This activity was mainly to test the students' fluency, vocabulary, pronunciation, and structure in speaking English.

As other studies, study also had some strengths and weaknesses. It can be seen from the media used as well as the research administration. Ibrahim (1981: 29) states that there is no the best media for all objectives. Media have their own

strengths and weaknesses. The strength that the writer first figured out that the media used in this research were quite easy to find since animation movies are available almost anywhere and less costly; ones can buy the DVD/VCD in a very affordable price, rent it from DVD/VCD rentals, or just download it from the internet. Moreover, students are already familiar with movies because many teachers at Public Vocational School 6 Malang tend to use movies for refreshing. Therefore, the teaching technique using animation movies did not stress the students. The most important thing was that the media can also be used not only to teach speaking, but also listening and writing.

Aside from the presented strengths above, this research had some weaknesses as follows. The time given by the school to administer this research was relatively short since the research was conducted close to the semester test. Otherwise, the writer was sure that he could do more to improve the students' performance in speaking. Next, the research is probably quite ineffective for a classroom with too many students such as 40 students or more because it would be very difficult to control and to give every student close attention. Besides, if the time allocation for the research is plainly short, it seems that it will not give very satisfactory results when applied in a classroom with students who do not have adequate basic of English. Ehrenberg, Brewer, Gamoran, and Willms (2001), state that the number of students in a class has the potential to affect how much is learned in at least three different ways. It could affect how students interact with each other, how much time the teacher is able to focus on individual students and

their specific needs rather than on the group as a whole, and the teacher's allocation of time and, hence, effectiveness, in other ways, too.

In addition, since the media used were movies, it needed another means to display the movies so that all students could watch the movie clearly. Therefore, it needed an LCD projector while not all schools provide an LCD projector in every classroom. In addition, the research highly depended on electricity; had the electricity been off at the time of the research, the research the movies could not have been played, and the research could have been delayed.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the results of the research, it can be inferred that animation movies are applicable to be used as teaching media to improve the students' speaking ability, particularly in expressing ideas and feelings at Public Vocational School 6 Malang, Indonesia using an appropriate strategy.

The strategy involved the following steps. First, the writer built up the students' confidence in speaking English without provided texts or conversations from the book. Second, the writer encouraged the students to produce as much vocabulary as they could as orally well as conducted pronunciation drilling. This process was done through picture description activity. Third, the writer enhanced the students' grammar mastery as well as students' fluency in speaking. This process was done through story completion activity. Fourth, the writer tested the students' speaking performance comprising four aspects: fluency, vocabulary,

pronunciation, and structure through role-play activity. In addition, the subtitle of the animation movies used was Indonesian subtitle and students were allowed to take brief notes during the teaching and learning process.

Suggestions

Based on the above presented conclusion as well as weaknesses found in the implementation of the action, the writer addresses some suggestions for English teachers of Public Vocational School 6 Malang, English teachers in general as well as future writers who conduct the similar study.

This Classroom Action Research was done in a limited time, so that the writer did not have enough time to boost the students' speaking ability more. Therefore, it is advisable for future writers to allocate more time to gain a better result. Next, it is also advisable for the future writers to conduct the study in a smaller classroom about twenty to twenty five students to make the writers easier in monitoring the students' performance progress, controlling the classroom, and giving every student close attention. Besides, since the administration of this Classroom Action Research is related to electricity, for watching movies, the future writers should make additional plans as anticipation if there are problems dealing with it.

This Classroom Action Research only focused on one of the English skills, which was speaking. Thus, the writer suggests the future writers to use animation movies as media to improve or solve students' problems dealing with listening and writing.

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