STUDENTS' SPEAKING SKILL THROUGH ANIMATION MOVIE

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Abstract

This Paper discusses about the analysis of Students Speaking Skill through animation movie. Animation movie is included in audiovisual media. In addition, animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time. The technique of data analysis is descriptive qualitative. The steps involved analyzing the component of speaking skill (accent, fluency, vocabulary, grammar and comprehension). Besides, the students had to watch the animation movie that they have chosen before. After that in the group of work they had to discuss the story then present it in oral presentation in front of the class. The Sample in this paper was the second semester students which consist of 40 students. Based on the analysis, it can be concluded that students' speaking skill through animation movie was in good category. It can be seen from the summary of data, 79,5% of students was in good category in comprehension, 67,5% of students was in good category on fluency, 75% of students was good category in vocabulary, 59% of students was in good category in term of grammar and 79,75% of students was in good category in term of accent.

Key words: *speaking skill and animation Movie*

INTRODUCTION

As an oral productive skills, speaking which happens face to face between speaker and listener. Speaking is an interactive process to get meaning which cover producing, receiving and processing information. In learning English as compulsory subject, speaking is one of the four basic skills in all level of education. They asked to speak with regard speaking skill measurements of knowing a language. They should define influence as the ability to speak with other. The students know the way to express their opinion, emotions, feeling and ideas meaningfully in learning English process. In other words speaking is an important skill, which has to be achieved in learning language, because it has an important role in communication.

The students of English Department in University of PasirPengaraian have learnt many English subjects. One of them is speaking. Speaking subject is divided into four levels; speaking I, speaking II, speaking III and Speaking IV. All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for

them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen. It supports that one needs to master rules of speaking, usage of vocabulary and pronunciation. In addition, speaking is a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension.

Then, there are some objectives of speaking II based on the English Study Program syllabus. First, the students are expected to be able to develop their fluency and confidence in speaking by having many opportunities to speak. Second, they enjoy learning English by providing variety activities that is given by the lecturer. Third, the students can express their own views clearly and regularly. However, in classroom, most of the students do not use English, as Syllabus required. They are not self-confident to say what they want to say something important expected in the subject.

There are many factors will be influence students' speaking skill. One of them is the media or topic in order to encourage or motivate students in teaching and learning English. According to the Finicchiaro in Rafikadilla (2013) there are some types of media in teaching process. There are audio, visual, and audiovisual, and it is helps teachers to teachs the leaners in the classroom, Animation movie included in audiovisual media. Animation movie is also media which showing the audio and video. In addition, according to Willingham in Mateer (2011), he found that audiovisual media helps students get easy to achieve the concept of material learning

From the background, it can be seen by taking the speaking subjects, the second semester students of English study program in University of Pair Pengaraian are able to deliver their feelings, thoughts suggestion or experiences by speaking English. This paper focuses on the skill of the second semester students of English Study Program in University of PasirPengaraian in giving oral presentation through Animation Movie.

DISCUSSION

In language teaching and learning, speaking is considered a skill to practice and master. Considering speaking as a skill, by gate Liao (2009) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc.It's important for us. It is not enough but the skill to use this knowledge to communicate successfully is indispensable.

Even all the experts above has differences concepts of speaking but all of them has same understanding about speaking itself, So, the resecher conclude Speaking is an action, a process and a skill of someone to communicate to other people for sharing information.

Elements of Speaking Skill

In this paper, the term "speaking" would be used to refer to a skill related to language teaching and learning by gate Liao(2009) there are some elements of speaking skill.

a. Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication break downs.

According to Richards in Ayu(2007), accuracy concerns "the ability to produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thorn bury in Ayu (2007), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

b. Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

c. Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught

d. Pronunciation

Students speak and most people understand. Even broader than that, Lim in Liao(2009) defined accuracy as "the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language."

e. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

Teaching Speaking

According Nunanin Putri(2013) teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, It means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialoguesit was done by people for many years. And also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. Unfortunately, actual conversation did not sounds like the text book dialogues

Besides, Nunan (2003:53-56) suggest five principles for teaching speaking

1. teacher must be aware of differences between second language and foreign language in her learning context,

2. The teacher should give students practice with both fluency and accuracy,

3. The teacher also provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.

4. The teacher must make her plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

Here also some suggestions for English language teachers while teaching oral language by Kayi (2006:4)

1. Pro environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary before hand that students need in speaking activities.
11. Diagnose problems vide maximum opportunity to students to speak the target language by providing a rich
12. faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

According to Ur in Rahayu (2009) there are three criteria of successful teaching speaking, are:

1. Learner talks a lot. As much as possible of period of time allotted the activity is in fat occupied by the learner talk
2. Participation is even. Classroom discussion is not dominated by minority of talkative participants; all get chance to speak; and contributions are fairly evenly distributed
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve the task objectives

In conclusion, the teacher is called successful in teaching speaking if her learners talk a lot, active and eager to speak in the classroom. In short, the English teacher should be able to create a classroom environment where the students have real communication, authentic and meaningful task to promote oral language, and also other is no real communication in monolingual classroom.

The Nature of animation Movie

Language is a set of sound (or in the case of sign language, sign) and sentence patterns that express meaning. In English learning, students learn four language skills are speaking, writing, listening and reading. Not forever, teaching the students in object or event actually or on the contrary.

Finicchiaro in Rafikadilla(2013) mention some type of media in general. There are audio, visual, and audiovisual. Salomon in Rafikadila (2013) states that people learn abstract and new concept more easy when they are presented in both verbal and visual form. In addition, audivisual media make concepts more accessible and help with later recall, Cowen in Rafikadilla (2013)

Animation movie is included in audiovisual media. According to Bordwell

in Akmala (2011), animated or animation movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movie do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Line with Thompson in Akmala (2011) state that animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time.

Meanwhile, Willingham's reseach in Mateer (2011) found that audiovisual media helps students easy achieve the concept of material learning. However teacher needs other sources to submit the message of material. By using animation movie can submit message of material well. The use of animation movie provides a rich context which students can improve comprehension and practice. Chapple and Curtis in Rafikadila (2013) state that the movie is also so richin action and visual aids that it is appropriate for listening and speaking activities such as describing scenes and actions.

Watching movie is also the favorite activity that students like. It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown (1983:233), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking. Animation movie is also introduce students to some English vocabularies, how to pronoun, and how to spell, how to giving information.

Animation movie as the media can give students a way to speak. In developing student's spoken English, it is the best to give students practice in being able to say a lot using small number of words by applaying animation movie. According to Fernandez in Devi(2012) animation is "the process mastery, but also the problems also come from of recording and playing back a sequence of the classroom situations.

Moreover, it makes students focused to the material learning in order to the students understood and develops their ability to speak English well. This media is interesting to use by the teacher to teach the students. Teacher is not only explaining the teaching material based on the textbook to the students. Teacher can improve student's ability about material learning by using some media as tools of learning, such as a short movie, cartoon movie, blockbuster movie. By using this media, students can see more information about material. For example, teacher teaches the students about daily activities of the main characters, people, and adjective, etc.

To teaching speaking by using animationmovie can be improve the students' speaking skill. To speak and see communication and action, Edge, Julian in Devi (2012). That matter is indicated from two indicators of animation movie itself. Animation Movie can present language in those are:

1. First, this is viewed from lively way.Animation movie facilitates in the learning of speaking and second which is foreign Language. Thus, it can increase the viewed from the

situation of the class. Students' interest and motivation easily.

2. Animation movie From the result of pre-observation can also be used as a means of writer found problem indicators dealing with communication.

There some targets language that reaseacher would find in teaching speaking through animation are:

a. Students through movie can be able to spell words correctly;

b. Most of good alternative technique in teaching to students miss pronounce some English words; young learner. Due to the video as facilitate in

c. The students got difficulties in grasping the learning of foreign language, animation is meaning of words and sentences;

d. The students got one of many kind of video that can be media to difficulties in recognizing words. by movie students can speak up orally

However, study speaking skills throught animation movie, makes students more ready to the low to be improcve of the students' speaking skill. Communicate in the target language.

Data Presentation

The procedure in this paper, first students asked to watch the animation movie that they have choose before. The animation movies are Upinipin Movie, Naruto Movie, Dora Emon Movie, Avatar Movie and Frozen movie. The students are divided into 5 groups and each group consists of 3-5 students. After watching the animation movie, they had to discuss about the story on that movie in each group then they had to have presentation in front of the class.

The Oral Presentation of the students was the indicators to identifying students; speaking skill. There are five aspects that must be scored in this paper; they are accent, grammar, vocabulary, fluency, and comprehension.

The Analysis on the Students' Accent in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	0%
2	61-80	Good	7	17,50%
3	41-60	Average	23	57,50%
4	21-40	Fair	10	25%
5	0-20	Poor	-	0%
Total			**40**	**100%**

According to the table above, it can be seen that the students' skill in accent was **Average** because 23 students (57,50%) were in range 41-60, it means that their accent was classified to "foreign accent" and occasional mispronunciations which do not interfere with understanding.

The Analysis on the Students' Grammarin Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	7	19%
2	61-80	Good	16	40%
3	41-60	Average	7	16%
4	21-40	Fair	10	25%
5	0-20	Poor	-	0%
Total			40	100%

Based on the table above, 16 students (40%) were *good* in grammar because they in range between 61-80; it means that they had made occasional errors that showed imperfect control of some pattern but no weakness that causes misunderstanding.

Skill in Terms of Vocabulary in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	0%
2	61-80	Good	30	75%
3	41-60	Average	10	25%
4	21-40	Fair	-	0%
5	0-20	Poor	-	0%
Total			40	100%

According to the table above, we can see that the students' skill in vocabulary is good because about 30 students (75%) were in range between 61-80, in other words, they had made professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. The last 25% or 10 students were average or they had used inaccurate in choice of words and some limitations of vocabulary prevent discussion of some common professional and social topics

The Analysis on the Students' Fluencyin Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	-	0%
2	61-80	Good	27	67,5%
3	41-60	Average	10	25%
4	21-40	Fair	3	7,5%
5	0-20	Poor	-	0%
Total			40	100%

Table shows that 27 students (67,5%) were *good* or they had made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for

words. About 10 students (25%) were *average* or they had made speech that was frequently hesitant and jerky; sentences may be left uncompleted. And 3 student (7,5%) was *fair* or she/he has speech that was very slow and uneven except for short or routine sentences. Therefore, the students' skill in fluency was **good**.

The Analysis on the Students' Comprehensionin Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Exellent	10	25%
2	61-80	Good	19	47,5%
3	41-60	Average	10	25%
4	21-40	Fair	1	2,5%
5	0-20	Poor	-	0%
Total			**40**	**100%**

Based on the table above, 10 students (25%) were *excellent* in comprehend the topic or they understood everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech. 19 students (47,5%) were *good* or they understood quite well normal educated speech when engaged in a dialogue but requires occasional repetition or rephrasing. 10 students (25%) were *average* or they understanding careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. However, the students' skill in comprehension was **good**.

CONCLUSION

The main purpose of learning and teaching English is actually to provide the students with language skills that enable them to communicate with others in the target language. However, not all the second semester students of English Study Program of University of PasirPengaraian could speak this language well. The media is one of the factor influence their speaking skill. Animation movie in this paper is as a media that would be helpful teaching and learning process and made the students motivated and actively involved in speaking activity. Besides, after watching animation movie, students will be motivated in the learning process and it could minimized the students' passiveness in the process of teaching and learning to speak.

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