

The Effectiveness of Interactive Animation Video on PPT in Teaching Speaking at SMKN Kare

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: July 10, 2024 Revised: August 11, 2024 Accepted: September 12, 2024</p> <p>Keywords: speaking skills; interactive; animation; giving opinion</p>	<p>This research aims to obtain empirical data about the effectiveness of interactive animated videos on the speaking abilities of tenth grade students at SMKN Kare. This research used a quantitative approach and used a quasi-experimental design. This research used two classes, namely the experimental group and the control group. The sample in this study was 24 students in the experimental class and 25 students in the control group. The research results showed that the average pre-test score for the experimental class was 56.33 and the post-test score for the experimental class was 72.91, while the pre-test score for the control class was 52.16 and the average post-test score for the control class was 60.88. Based on data analysis and hypothesis testing, p-value or sig (2-tailed) = 0.01. From these results it is proven that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.01) is smaller than sig α = 0.05. This is also supported by the results of the effect size test which reached 1.6 at the strong level (signification). This means that there is a statistically significant difference between the experimental class and the control class in the post-test results. It can be concluded that the use of Interactive on PPT Animation Video media focuses on providing opinions on speaking learning for class X students at Kare Effective Vocational School.</p>
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INTRODUCTION

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. ¹It is important to provide opportunities for students to use language in real communication situations so that they can develop good speaking and communication skills. Through targeted speaking practice and direct communication experiences, students can gain a better understanding of language use in everyday contexts and improve their oral skills. According to Brown Liauw speaking is an interactive process in the construction of meaning, which includes producing, receiving, and processing information.² Sujarwo stated he also share information to other through communication and English is the international language used by community and people to communicate from various societies in the world.³

Speaking is a skill like writing, involving the use of speech to convey meaning to other people. Can train and also develop speaking skills by focusing on and also paying attention to certain aspects of speaking for example aspects of fluency, aspects of pronunciation, aspects of grammatical accuracy, or body language. Speaking as an English language skill has several aspects of speaking. ⁴

The meaning of mastery in English speaking skills is an essential skill that students should possess. It serves not only as a means of communication in various contexts but also as a tool for expressing and sharing opinions. However, many students struggle with speaking, particularly in giving their opinions. This can be attributed to various factors such as lack of confidence, difficulty in understanding the subject matter, and the lack of engaging and interactive learning media.

Therefore, in the current digital era, researcher wants to research the use of Interactive on PPT Animation Video media to make learning media more interesting, such as schools. The teaching and learning process can be made more dynamic and interesting by utilizing technology as a tool. Animated videos are used as the basis for interactive PowerPoint, which is one of the media that can be applied. By using this media, students can understand the material more deeply, develop a stronger desire to learn, and enjoy the educational process more.

Based on the researcher's observations when conducting research, the researcher interviewed one of the English teachers at SMKN Kare about students' interest in learning English. The researcher also made observations on students at SMKN Kare and before conducting the research the researcher validated that one of the classes at SMKN Kare. After researchers conducted interviews, observations and validation, there were several students who faced obstacles in learning and speaking English. students have difficulty

¹ Dedi, Fahrizal. 2012."Improving Student's Speaking through Communicate Language Teaching Method at MTs Ja- alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia". International Journal of Humanities and Social Science Vol.2 No.20

² Maharsuci, Mayasari Silfia.2023. Students' Speaking Anxiety in Practicing Dialogue at The Tenth Grades MA Muhammadiyah 2 Yanggong. Thesis , English Education Departement, Factlyally of Tarbiyah And Teacher Training, State Islamic Institute of Ponorogo.

³ Sitti Nurjannah.2022."Using Action Strategy In Improving Speaking Skill in English Language Teaching."Education, Language, and Culture (Edulec)

⁴ Juni Bayu Saputra." An Analysis of Students' Speaking Anxiety Toward Their Speaking Skill"2018. Journal of English Education and Applied Linguistics

understanding the topics discussed. Apart from that, sometimes students are afraid of making mistakes in speaking, which makes them less confident. Apart from that, they easily get bored when learning to speak English because English teachers rarely use learning media, usually teachers only use worksheets, textbooks and blackboards as learning media.

To overcome this problem, teachers need to provide several media in the teaching and learning process. especially in speaking, the media plays a very important role in teaching and learning English. In the teaching and learning process, teachers must be able to choose and use the right media for students in learning. An interactive PowerPoint based on video animation is one of the proposed media. The use of this media in teaching English is one of the best ways to give students additional ways to process subject information, especially to support speaking teaching so that students can improve their speaking skills.

Microsoft's PowerPoint program is part of the Office suite and is useful for create slide shows for presentations. The intended use PowerPoint is to enhance teaching and learning for learning; therefore, PowerPoint is a professional tool in teaching and learning activities in schools.⁵Nouri and Shadid said that PowerPoint slide show include graphics, animation, and colour have correlation on human information processing theories focuses on how the human memory system gathers, transforms, compacts, elaborates, encodes, retrieves, and use the information.⁶

According to Ashhar PowerPoint software isa program designed to display multimedia presentations that are attractive, easy to create and use, and have an affordable cost.⁷ PowerPoint media is usually used in a presentation made by lecturers while teaching in class.⁸ The animated videos in interactive PowerPoint can provide clear visualizations of the content being taught, enabling students to better comprehend the concepts. Additionally, these animated videos can actively engage students in the teaching and learning process, helping them develop their speaking skills, particularly in expressing their opinions. Agustien defines animation as the process of making an inanimate item move. To give inanimate objects the ability to move and appear alive, they are endowed with strength, and emotions. After which animation is added to the image. A collection of moving image presentations that students can view and understand immediately is called an animated video.⁹

The researcher chose asking and giving opinions material as material for this research because this material is in accordance with the material that will be taught to tenth grade students in the second semester and also this material is related to students' speaking skills because asking questions and giving opinions is an important thing, namely the method used. someone to ask for and give opinions to others. When carrying out daily activities, we usually cannot escape this expression.

⁵ Neris Mayang Ledi. Dkk. 2023." Students' Perceptions of Using Powerpoint As learning Media in English Langage Teaching at Junior High School. Faculty of English Education" Bengkulu University.

⁶ Maliquil Hafis. 2023." Students' Perceptions of the Use of Power Point Slide Show For Teaching English Subject ".Jurnal Pendidikan Bahasa, Vol.2 No.2, December 2023

⁷ Asyhar, R. (2012). Kreatif mengembangkan media pembelajaran. Jakarta: Referensi Jakarta

⁸ Elpira, N., & Ghufron, A. (2015). Pengaruh Penggunaan Media Powerpoint terhadap Minat dan Hasil Belajar IPA siswa kelas IV SD. Jurnal Inovasi Teknologi Pendidikan, 2(1), 94-104

⁹ Novita Puspa Dewi dkk. 2023." The Effect of Use of Animation Video Media on Retelling Story Skills". International Journal of Active Learning

However, not much research has been conducted regarding the effectiveness of using interactive media, PowerPoint, video animation-based media on students' ability to give opinions. Thus, the aim of this research is to find out how effective the use of interactive media, PowerPoint, video animation-based media, is in teaching English in providing opinions. It is hoped that this research can advance the field of education, especially the use of technology for teaching English.

RESEARCH METHOD

This study employs a quasi-experimental design and a kind of quantitative experimental research. In experimental research, scientists control other pertinent variables, work with at least one independent variable, and watch how a variable affects one or more dependent variables. The dependent variable in this study was students' ability to speak more clearly, and the independent variable was Interactive Power Point based on animated videos. According to Creswell, Quasi Experiment is a research conducted by non-randomly entering respondents into experimental groups and control groups.¹⁰

This study used a research approach and involved two groups: the experimental group and the control group. The design used in this study is pretest-posttest control group design. According to Creswell Control Group Design is the most popular approach in quasi-experiments, the experimental group and the control group are not selected randomly.¹¹ The experimental group in this study receives treatment using Interactive Power Point that is based on animated films in order to improve their speaking abilities. The results are then tracked and assessed by the researcher using an oral speaking test. In this study, there are two categories of variables. The first is an animation film based on Power Point media, which serves as the independent variable. The second is a speaking ability test, which serves as the dependent variable.

Next, the researcher used two classes of students from class X TKJ 1 and X TKJ 2 at SMKN Kare as participants in this research. Classes are defined as two distinct groups. One class was the experimental group and the rest was the control group. Researcher conducted a pre-test, treatment, and post-test to investigate the impact of using interactive powerpoint media based on English animated videos on students' speaking abilities. A pre-test given to obtain initial data on students' speaking abilities. Next, treatment carried out to obtain significant results when comparing groups. During the treatment, the experimental group was explained the material with an interactive power point based on video animation, then watched and listened to an animated video in English in the interactive powerpoint for a video lasting between one and 2 minutes, then explained what was meant in the video. The topic of the animated video is about asking and giving opinions.

¹⁰ Creswell, Jhon W.(2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Edisi Ke-4)*. Yogyakarta: Pustaka Pelajar.

¹¹ Creswell, Jhon W.(2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Edisi Ke-4)*. Yogyakarta: Pustaka Pelajar.

Data Collection Techniques

a. Test



Figure 3.1
Quasi-experimental Design

There are two tests in this research, namely pre-test and post-test. A pre-test is given to students to see the student's starting point. In the pre-test, students are given paper then write down examples of simple conversations about asking and giving opinions then read them to the class. Then students are given treatment by viewing and studying interactspetive power point media based on video animation. After giving the treatment, a post-test is given to the students. The test is in the form of an oral pre-test about popular novels and popular stories and educational films and romantic films. The oral speaking post-test scores were the data in this study.

b. Documentation

Sugiyono defines documentation as a process that is used to gather information and data. Examples of this type of information include written figures and photographs in the form of reports, books, archives, documents, and material that may be utilized to support research. Researchers take documents, namely taking pictures and photos in documenting the results to strengthen the results. Documentation images of this research to strengthen the research results.

RESULT AND DISCUSSION

1. The Normality Test

Tests of Normality ^{b,c}							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Stati stic	df	Sig.	Stati stic	df	Sig.
Pretest	Kontrol	.194	25	.016	.906	25	.024
	Eksperimen	.188	23	.035	.873	23	.007
Posttest	Kontrol	.207	25	.007	.927	25	.074
	Eksperimen	.172	23	.077	.885	23	.012

It can be inferred from the data based on the data in the Shapiro-Wilk table, the significance of the experimental class in the post-test was 0.12 and the control class was 0.74. If the data is more than or equal to the significance of $\alpha = 0.05$ then the data is normally distributed. Thus, it can be concluded that the post-test data

for the experimental class and control class are normally distributed because the significance of both classes is more than 0.05.

The researcher found that the data in the experimental class and control class were above 0.05. This shows that learning information is distributed normally and the use of interactive Power Point media based on English animated videos as treatment is effective for students' speaking abilities.

2. The Homogeneity Test

Test of Homogeneity of Variance^{a,b}					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.051	1	46	.822
	Based on Median	.023	1	46	.879
	Based on Median and with adjusted df	.023	1	45.763	.879
	Based on trimmed mean	.028	1	46	.867
Posttest	Based on Mean	1.443	1	46	.236
	Based on Median	.990	1	46	.325
	Based on Median and with adjusted df	.990	1	43.304	.325
	Based on trimmed mean	1.290	1	46	.262

The aim of the homogeneity test is to find out whether the experimental class and control class data are homogeneous (the same) or not. In this study, researcher used Levene statistics to scale the homogeneity test for the experimental class and the control class. The results are presented as follows: Based on Table 3.6 the data results show that the significance of the experimental and control classes in the pre-test is 0.822. This implies 0.822 is above 0.05. Therefore, the data from the two classes are homogeneous. Apart from that, the post-test score was 0.236 which was higher than $\alpha=0.05$ ($0.236 > 0.05$). This means that the post-test data for both classes are also homogeneous.

3. The Hypothesis Test

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Kontrol	25	52.32	8.807	1.761
	Eksperimen	23	56.70	8.751	1.825
Posttest	Kontrol	25	60.88	8.085	1.617
	Eksperimen	23	72.96	6.519	1.359

In the table, column N contains the number of samples of 23 students for the experimental class and 25 students for the control class. The average value of the experimental class is 72.96 while the average value of the control class is 60.88.

The table also shows a significant difference between the standard deviation values of the pre-test and post-test of the experimental class. The standard deviation in the experimental class decreased from 8.751 to 6.519. This means that the pre-test and post-test values increased significantly. In other words, the use of interactive Power Point media based on English animation videos as a treatment has proven effective in students' speaking skills because the average value of the experimental class is higher than the average value of the control class.

4. Independent T-test

		Levene's Test for Equality of Variances		t- test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									lower	Upper
Post	Equal variances assumed	1.443	.236	-5.666	46	<0,01	-12.077	2.132	-16.367	-7.786
Test	Equal variances not assumed			-5.717	45.253	<0,01	-12.077	2.112	-16.330	-7.823

In the data in the table, the independent sample test above produces a p value or sig (2-tailed) = 0.01. From these results, it is proven that the null hypothesis is rejected and the alternative hypothesis is accepted because the p value (0.01) is smaller than sig $\alpha = 0.05$. From these results, there is a statistically significant difference between the experimental class and the control class in the post-test results. From these results, it can be concluded that there is a significant influence of the use of Interactive Power Point Media Based on English Video Animation on students' speaking skills.

5. The Effect Size

Independent Samples Effect Sizes					
		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pretest	Cohen's d	8.780	-.498	-1.071	.080
	Hedges'	8.927	-.490	-1.053	.078

	correction				
	Glass's delta	8.751	-.500	-1.080	.090
Posttest	Cohen's d	7.377	-1.637	-2.288	-.973
	Hedges' correction	7.500	-1.610	-2.250	-.957
	Glass's delta	6.519	-1.852	-2.627	-1.056

This Formulation was adopted in order to see the effect size level of this research. The formula below was utilized:

$$\text{Pooled standard deviation} = \frac{(\text{std. deviation group A} + \text{std. deviation group B})}{2}$$

2

$$d = \frac{(\text{mean score of group A} - \text{mean score of group B})}{\text{Pooled standard deviation}^{12}}$$

Pooled standard deviation¹²

Standard deviation of group A (experimental class) = 6.519

Standard deviation of group B (control class) = 8.085

Mean score of group A (experimental class) = 72,96

Mean score of group B (control class) = 60,88

According to Cohen, there are several criteria of the effect size level as follow as:

0 – 0.2 = weak effect

0.21 – 0.5 = modest effect

0.51 – 1.00 = moderate effect

> 1.00 = strong effect¹³

Based on the criteria mentioned previously, it can be concluded that the use of animated video-based interactive Power Point learning media has a significant influence. This is proven by the effect size test results which reached 1.6. In other words, the use of interactive Power Point media based on animated videos in English as a treatment has a significant impact on improving students' speaking abilities.

¹² Raudhatulhasanah.2022.” The Effect of Guessing Game on Students’ Vocabulary Knowledge. Sibatik Journal | Volume 1 No.2 (Januari 2022)

¹³ Raudhatulhasanah.2022.” The Effect of Guessing Game on Students’ Vocabulary Knowledge. Sibatik Journal | Volume 1 No.2 (Januari 2022)

CONCLUSION

From the data that can be seen, the average pre-test score for the experimental class before implementing animated video-based PowerPoint interactive media as treatment was 56.70, while the average post-test score after implementation was 72.96. A similar thing happened in the control class which did not use interactive PowerPoint media based on English animated videos as treatment, where the average pre-test score was 52.32 and the average post-test score was 60.88. These findings provide strong support for the effectiveness of using PowerPoint interactive media based on animated videos in improving student learning outcomes.

In addition, the impact size results, which come out at 1.6, support it. The impact size computation demonstrates that this study's effect size is within the strong requirements.

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