

THE EFFECT OF POWTOON ON STUDENTS' SPEAKING SKILL AT SMK WIDYA TANJUNGPINANG

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Abstract

This research is aimed to determine the effect of PowToon animation video on students' speaking skill in narrative text at SMK Kesehatan Widya Tanjungpinang. This study used quasi-experimental. During this study, involves 40 students which divided into two classes. 20 students in class X Perawat as experimental class and was taught using PowToon animation video and 20 students in class X Farmasi as control class and was taught using picture series. The research instrument employed in this research was oral test. The researcher carried out a pre-test which was then implemented in both groups. Then, after the treatment the researcher gave a post-test to figure out the increase in the mean score. The pre- and post-test findings were evaluated using normality, homogeneity and paired sample t-test. From post-test results it was shown that the group taught using PowToon animation video includes a higher mean score where the mean score of experimental class in post-test was 83.40 and therefore the mean score of control class in post-test was 76.40. The students' mean score of the experimental class was beyond than the control class. Supported the results of the t-test and therefore the differences between The mean score of the experimental class and the control class concludes that PowToon animation video has a major impact on the narrative text of SMK Kesehatan Widya Tanjungpinang students in the 10th grade.

Keywords: Speaking, Narrative Text, PowToon Animation Video

I. Introduction

Humans as social beings cannot be separated from other humans. Human needs will be achieved if humans are able to harmonize their role in socializing. Humans who are easy to socialize are humans who can or are able to communicate well with their surroundings. The ability to communicate is closely related to language skills. Language is a means of communicating between humans. According to Fulcher (2003) the act of using language as a means of communicating is called speaking. Speaking is a verbal communication of language use to people to interact and communicate with one another, and the first way to do the interaction and communication is by speaking. Tarigan (2008) language skills include four focuses including listening, speaking, reading, and writing. The four abilities are related to one another. One of the main language skills in the communication process is speaking skill. When the student mastered speaking skill, they could be easier to communicate in English. The students can express ideas and

opinion, send expression or desire to do something, giving information, and answering the questions from other student through speaking.

According to Richards (2008) speaking skills need to be mastered because this oral communication will support a person's social life in business, government, private, or educational positions, thus every students are required to have good speaking skill.

One of the most effective way to learn and earn proficiency in speaking skills is by using it directly in classroom activities only the the students truly learns the act of communicating. (Harmer, 2001) speaks of the ability of processing information quickly on the spot is one of the most important skills of speaking not only the use of features of a language. This skill is not a gift that is inherited even though in nature humans can speak, but to have good and correct skills requires practice and direction from early stage. However, someone who has adequate language skill will more easily absorb and convey information (Harmer 2001:2).

Speaking activity will influence the atmosphere of classroom. The students also accept the teacher's information and the topic of teaching-learning process clearly. That's why speaking is an important skill of learning English which should have improves for the students.

Trying to understand the nature of things involved regarding the use of a second or a third language is a very complicated matter, to begin with, according to Jack C Richards & Renandya (2002:201) speaking skill play an important role. Speaking skill must be mastered by students because this skill can never be separated from the teaching process. In this process, speaking skill play a role in knowing the ideas that will be conveyed by students. Students who do not have good skill will have difficulty following the learning process. Learning speaking skill is ideally directed at providing opportunities for students to share their opinions verbally in the form of discussions. This opportunity will provide meaningful experiences for students. Speaking skill is stimulated by experience. Students who are good and varied in experience can easily present themselves through speaking. Conversely, students who lack experience tend to be less able to express themselves.

Seeing this fact, teacher need to develop strategies by providing broad experience to students in learning speaking skill. One way is to create a learning atmosphere that encourages students to actively argue, convey information, and exchange experiences so as to practice students' speaking skill, because most of schools and most of universities pay less attention to this skill (Egan, 1999). Teachers should pay attention to this problem.

One of the most common sign of a great learning experience on a linguistic topic is the feeling of scaredness on the students, inducing a sense of competition that encourage the students to work even harder to increase their ability to deliver the information at hand. In experienced speaker this sense of nervousness is one mark of sufficient tension required facilitate anxiety needed to get the job done (Brown, 2010:178).

As the instructor must consider the problems faced by the students in teaching or learning speaking and be able to find a solution with their speaking success. In SMK Kesehatan Widya Tanjungpinang, where the research was taken, the researcher found some problems related to student's speaking skill in learning English. The problem that often appear is that many students find it difficult to speak English. There are many reasons for these problems. The problems that most often occurs are students are often not fluent in speaking English. It is because they are not in the habit of speak English. Second, students often seems to think in advance what to talk about. Third, is the lack of vocabulary. When the problem of speaking is about the vocabulary, there is one way that might help, it called small pocket book, so the students will write down some vocabulary while memorizing it. When practicing English, do not think about grammar at first. Just speak whatever you want to talk about even though the grammar may not be right, because later when it is fluent to speak it will arrange the correctness of the wording.

Media as a tool in the teaching and learning process is a fact that cannot be denied. Because it will help the teacher to convey messages from the learning materials given by the teacher to

students. The existence of learning media to be momentum is very strategic, because it is present when students and teachers need learning media. Learning media is not only a source of information in the learning process, it can facilitate the learning process in the classroom. With this learning media, it will also be able to increase creativity, interest, and good learning outcomes for students.

Based on the case, the students need a stimulus to their English speaking performance. The researcher is of the opinion that students would be more interested in learning speaking by using animation footage, since it presents image animation or audio-visual. The role of the teacher in the learning process is not just conveying material, but is required to be able to use this technology to become a tool so that the learning process becomes more interesting and makes students are more interested in participating in the learning process (Jack C Richards & Renandya, 2002:364).

One of the great media to use is PowToon. According to Mayer (2001) PowToon is online application to create a presentation of animated features that is very attractive and most intuitive (www.powtoon.com). The message conveyed through interesting video learning media can achieve fast results that are not shared by other media. Concerning the explanation above, therefore this study will research the effect of using animation PowToon teaching media on students' speaking skill. This study also find students responses using picture series in teaching narrative text, because in teaching narrative text is easy on students' speaking performance.

II. Method

Research Design

The method used in this research is a quantitative-approach experimental study. An experimental research is a systematic method to build relationships that contain causal phenomena (Thomas, 2003:51). Experimental analysis is the central technique of a quantitative-approach research model. Researcher must carry out three activities of requirements in the experimental, such as monitoring behaviors, manipulating behaviors and observation, the researcher manipulates and controls one or more independent variables as well as observes the other dependent variables to find variations that appear because of the manipulation.

An experimental research was conducted to aimed the causal relationship between variables. An experimental research will examine the effect of a particular treatment on a variable compared to other variables with different treatments.

An experimental design is one of experimental research because in this design, the researcher can control all external variables that affect of the course of the experiment. Thus, the internal validity (the quality of the research design implementation) can be high. The type of experimental research implemented during the course of this study is quasi experimental. Such experimental design is a highly experimental design process that is difficult to execute. This concept has a control group, but can't completely regulate external variables that influence the experiment's implementation (Creswell, 2012:310). That design, however, is improved upon pre-experimental design. This design is used because, in practice, it is difficult to find a control group to be used for testing.

Researcher divided the object or subject under study into two groups, those are the experimental class that received treatment using Animation video from PowToon and the control class that was taught using image series and received no treatment. According to Sugiyono (2007) the whole sampling may be a technique to gather the information which is that the total number sample analogous with the whole population. The overall of scholars at tenth grade of SMK Kesehatan Widya Tanjungpinang which is that this research was done has 40 students and it absolutely but 100 in number, the researcher selected all the population became the sample of this study.

Research Instrument

Instrument for research used in this investigation was an oral examination. The test consisted of both the pre- and post-test. Within the pre-test, the researcher performed an oral examination at the start of the study, the scholars were asked to present a narrative text using picture series entitled “The Legend of Malin Kundang”. It had the same things in the post-test, because of the pre-test. After the treatment, the researcher gave the scholars the post-test, the post-test was about the narrative text entitled: “The Legend of Malin Kundang”.

Research Procedure

First, the researcher asked the scholars to watched PowToon animation video. After that, students were asked to re-tell what they need watched from the link of youtube video that the researcher gave to them. They need to re-tell the story of “The Legend of Malin Kundang” with their own words without read a text.

This research took fortnight. Within the first week, the researcher divided the research subject into experimental group and control group. The researcher gave the pre-test to both classes so as to understand their knowledge about narrative text. Then, within the next meeting researcher conducted the teaching and learning processed by using PowToon Animation video in experimental class and picture series in control class.

III. Result and Discussion

Based on the results of the data review, it is found that there is a specific impact in the experimental class between the speaking skills of the students in procedural text after having been treated with PowToon animation video and control class that gave picture series care. In both classes it is presented from the pre-test and post-test score of the student. The mean experimental-class pre-test score is 69.80 while the mean post-test score is 83.40. Inside the pre-test score on top of control class stuff is 66.40 while the average score after test is 76.40. If we compare the mean score of experimental and control class post-test, it may be seen that experimental class has a higher mean ($83.40 > 76.40$). It means that after the treatment given, there is a discrepancy between the speaking skills of the students in experimental class and the control class. The study supports the efficacy of PowToon animation video in teaching narrative-text speech. In determining t-test $p < \alpha$, it means rejection of H_0 and acceptance of H_a . In the meantime, where $p > \alpha$, it implies that H_0 is accepted and H_a is rejected. The result shows that p was 0.023 and α was 0.05 ($p < \alpha$).

Table 1. Normality Test

	Test Statistic			
	Pre Test Experimental	Post Test Experimental	Pre Test Control	Post Test Control
Chi Square	5.200 ^a	2.400 ^b	6.400 ^c	7.000 ^a
Df	8	6	7	8
Asymp. Sig.	.736	.879	.494	.537

a. 9 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.2.

b. 7 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.9.

c. 8 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.5.

Based on the results of the normality test using Chi Square, the Asymp. Sig value for every research group with two different conditions is greater than 0.05 (Asymp. Sig > 0.05). So it may be concluded that the data or the information in each group is normally distributed.

Table 2. Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
Pre Test	Based on Mean	3.049	1	38	.089
	Based on Median		1	38	.094
	Based on Median and With Adjusted df		1	36.502	.095
	Based on Trimmed Mean		1	38	.088
Post Test	Based on Mean	1.004	1	38	.323
	Based on Median	.860	1	38	.360
	Based on Median and With Adjusted df	.860	1	33.338	.361
	Based on Trimmed Mean	1.019	1	38	.319

Based on homogeneity test result, it had been known the importance value in both groups was bigger than 0.05 (Sig > 0.05). So it can be concluded that the variance of the two groups is that the same (homogeneous).

Table 3. Independent Sample 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	Lower	Upper
Speaking Skill	Equal variances assumed	.011	.916	-2.367	38	.023	-10.400	4.393	-19.294	-1.506
	Equal Variances Not Assumed			-2.367	37.999	.023	-10.400	4.393	-19.294	-1.506

If Sig. (2 tailed) is under than α (0.05) (Sig. (2 tailed) < 0.05), so H_0 is rejected and H_a is accepted. It means there is a significance effect of applying PowToon animation video in teaching speaking skill in narrative text. If Sig. (2 tailed) is on top of α (0.05) (Sig. (2 tailed) > 0.05), so H_0 is accepted and H_a is rejected. It means there is no significance effect of applying PowToon animation video in teaching speaking skill in narrative text.

Because the data is homogeneous, we decide equal variance assumed. Supported the table, it shows that Sig. (2 tailed) equal variance assumed is not up to 0.05 (0.023 < 0.05). However, it may be concluded that there are significance effect of applying PowToon animation video on students' speaking skill in narrative text.

Discussion

The researcher conducted the research and gave the experimental and control level pre-test for both classes. After that the researcher gave the treatment which experimental class was taught by the video and control class of PowToon animation which was taught using picture series. The experimental class post-test score was 83.40 while the mean post-test score in the control class was 76.40. It can be said that there is a significance effect of PowToon animation video on students' speaking skill in narrative text at SMK Kesehatan Widya Tanjungpinang.

The researcher found that more interested and excited were those students who taught using PowToon animation footage. According to Sudrajat (2011) animated video technology is a mixture of other media elements such as audio, text, video, photographs, graphics and sound, visual,

auditory, or kinesthetic forms of student learning styles. Azhar (2011) also explained the benefits of learning media include affective functions, it can be seen from the level of enjoyment of students learning or reading pictorial text that can arouse students' emotions and attitudes. Attention feature, which is to draw and direct the attention of students to reflect on the content of the lesson related to the visual significance displayed or accompanying the text of the learning material. Lee & Owens (2004) argue that the use of animation and special effects is very good and effective to attract the attention of students in learning situations from the beginning to the end of the learning process. Based on the reasons above the researcher found that the scholars could follow the web class better than the control class who taught by using picture series. They also became more creative and active, and when during the treatment they were happy and revel in the web class. The scholars were very excited which is useful to develop learning memory, reinforce their confidence, and reduce students' pressure. So it will be concluded that the treatment within the experimental class was successful or significant because there have been advantages in PowToon animation video applied by the researcher in experimental class.

IV. Conclusion

Based on the results of the data study, it is found that there is a specific impact between the speaking skills of students in experimental narrative text after having been handled with PowToon animation video and also the control class that is not handled using PowToon animation video in narrative text. In both classes it is seen from the pre-test and post-test score of the students. The mean pre-test score for experimental-class scholars is 69.80 while the mean post-test score for experimental-class scholars is 83.40. Then the control class pre-test score is 66.40 and the control class mean after test score is 76.40. If we compare the mean score of experimental class and control class post-test, it are often seen that experimental class has higher mean ($83.40 > 76.40$). Means that, after therapy, there is a disparity between the speaking skills of the students in experimental class and the control class. Therefore the alternative hypothesis (H_a) is accepted, and a null hypothesis (H_0) is refused. Finally, the researcher concludes that there is any effect of applying PowToon animation video in teaching speaking in narrative text. It will be seen in students post-test in both classes where students in experimental class which was taught by applying PowToon animation video incorporates a higher score instead of the class or category which was not taught by applying PowToon animation video.

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