

Improving Students' Speaking Skill by Using Animation video".
(An experimental study at the second year students of SMPN 1 Muara Tiga)

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ABSTRACT

Speaking is an activity that has speaker, listener and also topic, problem and story. Animation Video is a film created by using a picture motion. Many of students interest with the video or film to disappear boring in studying. This study is aim to find that if the application of Animation Video will give better result on students' speaking skill. The population are all of students of SMP N I Muara Tiga that consist of 208 students. The writer took two classes as the sample. There were class IIa as an Experimental class and class IIb as a Control class which each of class consists of 18 students and total sample of the students were 36. To obtain the data, the writer gave pre-test and post-test as the instrument. The result showed that the significant different between the students' score in experimental class and control class. It could be seen from the result of mean of difference for each of class in which the mean of difference score in experimental class was 26,38 while the mean of difference score in control class was 11,38. It showed the mean of difference score in experimental class was higher than the control class ($26,38 > 11,38$). It also could be seen from the result of the t-test score. The result of t-test score in the experimental class was 11,63 while the result of t-test score in control class was 3,44. It showed the t-test score on the experimental class was higher than control class ($11,63 > 3,44$). Meanwhile, the result of t-table with the level of significance with $Df () 5\% (0,05)$ was 2,03. It indicated that the t-test score (t_o) of both of the experimental class and control class was higher than t-table (t_i). there are : ($11,63 > 2,09$) and ($3,44 > 2,09$). Because of t_o higher than t_i , it concluded that H_a was accepted and H_o was rejected.

Key words : Speaking, Animation Video

1. INTRODUCTION

Language was a tool to share information with each others. By using the language, people are able to share every little thing, broaden their knowledge and understand each other. Mastering a language was very important, especially English. In learning English, there were four basic skills that should be mastered by the students, they were listening, speaking, reading and writing. The students cannot master these skills easily and correctly without studying seriously, and also the teacher's technique or strategy influenced it.

Speaking was as one of the four language skills that were very important in foreign language learning. Speaking English was not easy because a speaker should be able to master the elements of speaking such as grammar, vocabulary, pronunciation, intonation, and fluency. In teaching English, there were many useful methods those can be applied in the learning process. For instance, the structure and four other skills those have to be practiced by students either inside or outside of the classroom. Related to the four skills mentioned above, the writer chose and focused on one skill.

Practicing speaking was an essential thing in learning a language which were students can motivate themselves for communicating in daily conversation, it was an active and creative process. However, before the students were able to speak accurately and fluently, they should already have a good knowledge about language aspects such as grammar, pronunciation, and vocabulary, in order they can speak English well. In the education

world, students were expected to master vocabulary that can support their speaking skill. If the students have enough vocabulary, thus it will ease them in speaking.

Video was a part of audio visual aids that can be classified on the learning characteristic and lesson content. It can help the teachers in teaching learning process. The teacher can use some video to lead students in teaching each material. It can be through television or computer. It can make the students are interested in learning English lesson. Using Animation Video was one of an interested learning model to teach. In this job the students were enthusiasm. This media allows students to explore their idea and help them in memorizing English vocabulary.

In School Based Curriculum (KTSP) speaking must be taught at Junior and Senior High school. KTSP was the operational curriculum which arranged and conducted by each educational unit. The objective of the School Based Curriculum (KTSP) in the English subject is in order the students had communicative competence in the four skills; they were listening, speaking, reading, and writing. It means that the students at junior high school were expected to master the four skills. One of them was speaking. They should speak fluently, acceptable pronunciations, grammatically, comprehensibly and communicatively to communicate with the others.

The writer also had some problems from the students, the students' parent and the teacher when the writer did the teaching practice at SMPN I Muara Tiga, many of junior high school students cannot speak English. In general they had difficulties in

speaking English. There were many problems that made the students cannot speak English, such as: students' lack of vocabulary, lack of grammar, lack of pronunciations, and also they were afraid to speak English. Why do the students never speak English either in or outside of the room?, because of less of facility that support English lesson such as English video, English dialogue books, and internet. There was also come from their parent side that less of care toward their children learning because they assumed that the English was not important. From the teacher side, they were seldom to use the certain media in teaching speaking such as cassette, video, others audio visual. In this case, the writer did not aim to blame the teacher there. They were clever but did not have many ways or models in teaching English. In the teaching learning process, the teacher can decide learning models and media are suitable with the materials in teaching speaking.

Based on some cases above, the writer believes that animation video was one of the interested techniques that become an alternative to enhance students' speaking. It was supported by the previous teacher to strong this study. Aisyarani (2013) with thesis "the Vocabulary Mastery the Eleventh Grade Students of MA Nahdlatul Muslimin in the academic year 2013/2014 taught by using animation video". The result of this research

was found that of the Vocabulary Mastery of the eleventh grade student of MA Nahdlatul Muslimin in the academic year 2013/2014 before being taught by using animation video was sufficient. The mean is 64, and

the standard deviation is 13.4. Meanwhile of the Vocabulary Mastery of the eleventh grade student of MA Nahdlatul Muslimin in the academic year 2013/2014 after being taught by using animation video was categorized well. The mean is 85.45 and the standard deviation is 11.55. Moreover the calculation of t-observation (to) 9.58 was higher than table (tt) 2.04 in level of significance 5%. It means there was a significant difference between the Vocabulary Mastery of the eleventh grade student of MA

Nahdlatul Muslimin in the academic year 2013/2014 before and after being taught by using animation video.

Concerning the problem, the teacher tried to make them fun in learning speaking through animation video. Nowadays Information Technology gave an important contribution to our learning and information sharing. The learning via multimedia with animation appears to be an attractive approach. This research was focused on animations in learning English for the second year of junior high school. The current English books for students that were available in the market did not really attract students to read them. People especially students had easily bored when reading this kind of material that only served text and some graphical objects.

Animations proposed to make the students are active, creative and innovative. Through animation, the boring books could be transformed into an interesting and attractive learning, not only motivating students, but also a very effective way to improve acquired knowledge about the English. The system tended to be an easier method of learning with the combination of multimedia elements such as text, audio, graphic, and animation. By using animation videos as the media, the students would be enthusiastic in teaching learning process, as the result they would pay attention to the material that would be given by the writer, and also writer hoped would be able to improve students' speaking ability. It was hoped that the result of students' speaking was not only to make them speak fluently, grammatically, right in responding, and acceptable pronunciations but also they would be more confident in speaking English. For this reason, the writer interested to use animation video as the learning media to improve students' speaking ability. In this case, the writer focused on animation video as the media that improved speaking skill at their level on the junior high school. The use of animation video was to develop students' speaking ability and to motivate them in speaking up and building students' confidence. Based on those problems and reasons above, the writer interested in taking up the title of the study was "**Improving Students' Speaking Skill by Using Animation video**". It was an experimental study at the second year students of SMPN 1 Muara Tiga.

2. LITERATURE REVIEW

1. Speaking definition

Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion, or feelings. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. Cornbleet and Carter (2001: 17) state that when we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. But, speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.

Richards (2008:19) states that in speaking we tend to be getting something done exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country's economic, social and development.

In additional, speaking is the process building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. In speaking activity, both speaker and listener must be

capable to express their ideas to convey the message each other. In other words, there are two sides of communication happened in one time, so that the speaking activity going communicatively.

2. The characteristics of communicative competence of speaking.

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Richard (2003:187) provides characteristics of communicative competence including:

- a. Knowledge of grammar and vocabulary of the language, Knowledge of rule of speaking e.g., knowing how to begin and end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speak to and in different situations,
- b. Knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks, and invitation, and
- c. Knowledge of how to use language appropriately.

Spoken language is the most familiar form of language that is used by members of society in order to build relation. As a means of communication, spoken language fundamentally occurs within a context. In some social contexts, spoken language is used as the dominant form of communication (Burns and Joyce, 2007:13).

3. Components of Speaking Skill

Fulcher and Davidson (2006; 94) state that there are five components of speaking skill that can be defined as follows:

Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura,2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into

larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. In spoken language, the vocabulary tends to be familiar and everyday (Turk,2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

Fluency

Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the writer wants to check students' fluency, the writer allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The writer does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a 10 second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the writer or writer. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51).

4. Assessingspeaking

When we are assessing speaking, we guide the examinees' talk by the tasks that we give them (Louma, 2004:29). In relation to this study, the speaking skill of the students will be assessed in oral test. The students will be asked to construct a short dialogue or conversation based on situations given by the writer; in addition, the students have to perform it in front of the class with their partner. The topics or situations given are daily social interaction which

includes: expressing and asking about something and expressing interest.

Assessment has important roles in teaching and learning activities. By assessing students, the writer can measure how far students can understand the material that has been given in the classroom. This is one of the most important aspects of teaching to test the students' comprehension. Fulcher and Davidson (2007:196) state that assessment becomes not so much a desecrate set of activities, but rather a way of looking at the evidence available from learning activities that focus students' practice as learners and writers. Thus in teaching and learning process the students have to be more active to practice what the writer explains in the classroom. The function of any assessment is to as a guide to reinforcing writer's priorities and helping the students to identify what activities, knowledge, and understanding are centrally important to their progress. Assessment of the students should be explicitly linked to the learning process and outcomes of their degree programs are not much an invitation to writer work these things out for themselves at first sight.

5. Techniques of Teaching Speaking

According to Thornbury as quoted in Fauziati (2002:6) describes that technique is classroom practice done by the writer when presenting a language program this is the way the classroom activities are integrated into lessons and used as the basis for teaching learning they are:

Discussions. A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the writer. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

Information Gap

In this activity, students are supposed to work in pairs. One student will have the information that order partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the other need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students

express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the writer may call a few students to tell short riddles or jokes as an opening. In this way, not only will the writer address students' speaking ability, but also get the attention of the class.

Games

There are some games which can be used to teach speaking. One of them is teaching speaking by using card games (playing cards). In this game, students should form four groups. Each suit (card) will represent a topic.

Interviews

Students can conduct interviews on selected topics with various people. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Dialogue

It helps the students practice in speech, pronunciation, intonation and stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Therefore, in teaching learning uses dialogue (short and long the students are motivated by the writers question to reason rather than to recollect). Dialogue is two sides communication, it means we just no have to express something but we should have to understand what another peoples said (Podo and Sulaiman, 1995:25)

Role Play and Simulation

In role play activities, the writer gives information to the learners such as who they are and what they think or feel. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Brainstorming

On a given topic, students can produce idea in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and feely. The good characteristics or brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a writer starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine, and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. In teaching speaking, the writer chose one of the techniques above was about storytelling. It was applied through Hamlet animation video.

6. The Principles of Teaching Speaking

According to Nunan (2004:54-56), teaching speaking has some principles, there are: Be aware of the differences between second language and foreign language learning contexts. (A foreign language context is one where the target language is not the language of communication in the society, then a second language context is one where the target language is the language of communication in the society), give students practice with both fluency and accuracy. (Accuracy is the extent to which students' speech matches what people actually say when they use the target language, and fluency is the extent to which speakers use the language quickly and confidently, with few hesitations of unnatural pauses, false starts, and word searches), provide opportunities for students to talk by using group work on pair work and limiting writer talk, plan speaking tasks that involve negotiation for meaning. Writer suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make you understood and design classroom activities that involve guidance and practice in both transactional and interaction of speaking.

7. The Roles of the Writer in Teaching Speaking

In improving speaking skill by using animation video, the writer asks the students to perform themselves. To watch Hamlet Video, the writer must prepare some steps to make good performance. Here are the stages in teaching speaking by applying storytelling through Animation Video.

1. The writer prepares the material about the Hamlet Video that will be watched the students.

This media is important for the students to know the Hamlet story.

2. The writer allows the students to focus the video seriously.
3. If the students cannot get the content of the story for one time, the writer will repeat it until three times.
4. After finishing the writer asks the students to create the story by their understanding without adopting many of the words in the story. The students should create their own story based on the animation video.
5. The writer points the students one by one to retell their created story in front of the classroom for testing to get the score.
6. After all, the writer gives general conclusion. That is about the material that has been done by the students in their activity.
7. Closing.

8. Animation video

In Indonesian dictionary, Video is the technology of sending electronic signals from a moving image. A common application of the video signal is a television, but it can also be used in other applications in the fields of engineering, scientific, production and safety. The word comes from the Latin word video, "I see". The term is also used as an abbreviation of video from videotape, and also a video recorder and video player.

9. Advantages of Animation video in Teaching

Animation is beneficial for Foreign Language learners; Agina (2003) cited the following advantages of animation as a tool of education and training:

- Skill and ability Improvement; the interactive animation takes less time to teach students complex things and makes them enjoy more to learn difficult things. Using an interactive animation will solve the problem of the imagination-skill in education and training. Furthermore, computer animation improves the skills and abilities of instructors because they will be able to improve and change their way of teaching to be better.
- Interactivity; interactivity is a mutual action between the learner, learning system, and learning material. Learners will be faster to learn, and have better attitudes toward learning when using interactive animation especially if the other techniques like audio and video are used.
- Engagement; interactive learning with live-action animation, simulation, video, audio, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforces skills. Through continual practice, learning is absorbed and integrated into daily performance.
- Motivation; since the animation is inspired and interactive way for flexible education and training, learners will be more motivated to learn more and

more. Learners will get more skills, which is the main reason to make them more motivated.

10. Disadvantages of Animation video in teaching vocabulary

- Distracts the learner to watch the cartoon repeatedly.

Watching animation to teach vocabulary have to consider students' interest about the animation itself. Animation is funny, interesting video that stimulate students' attention. It will be hard way to determine or know students attention of watch cartoon only or pay attention of learning materials from the animation video.

- To make animation video, writers should mastery of computer programs like mastery of macromedia flash as a tool to make animation, etc.

11. Test of Evaluation in Teaching Speaking

There are some parts how the test evaluation in teaching speaking (Joyce, 2007: 96).

1. Phonological features
2. Rules of language
3. Communicative functions
4. Social meaning
5. Discussion
6. Joint task
7. Presentations and descriptions
8. Making appropriate responses
9. Interview
10. Using visual prompts
11. Re-telling story
12. Communication

3. RESEARCH METHODOLOGY

The research design was an experimental research. According to Sukardi (2009: 54), experimental research attempts to determine the influence of one or more variables to other variables. It was an attempt by writer to maintain control over all factors that may affect the result of the experiment. In doing this, the writer tried to determine or predict what may occur. In this study, the writer used quantitative experimental research. Quantitative experimental research emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through test (pretest and posttest design).

In doing this study, two classes were taken as sample, one class was as an experimental class and another class was as a control class. Both of the treatment were aimed to find out information about Improving Students' Speaking Skill by Using Animation Video. In this case, Improving Students' Speaking Skill was an independent variable, whereas By Using Animation Video was a dependent variable. The data collection was gotten by the tests to students in experimental class and control class. Experimental class is a group that will be taught and given a treatment which used Animation Video. Whereas, the control class was touch by the teacher

at SMP Negeri 1 Muara Tiga by memorizing words. Before the writer did the treatment, the writer gave pre-test to know students' ability in speaking before applying Animation Video. In the experimental class the writer asked the students to watch the video about Hamlet. After watching the video, the students analyzed and retold the story. At the end of the meeting, writer gave post test to measure students' achievement in speaking skill after teaching them through animation video. This research was an experimental study with some data collections supporting its' result, it is mean to find or get information. This case was to determine whether the difference between the mean score of pre test and post test was significant.

The population of study was the students of second years students which consists of 3 classes, each of class had 18 students and the writer selected them as the sample by simple random sampling technique.

This sample was a small propotion selected them randomly through simple random sampling for analysis. In simple random sampling each of population have same apportinities to be chosen. The way of choosing in the simple random sampling with using the ordinal, random numeral table. The writer random with the simple random sampling using lottery. The way of random was the writer made the lottery until 3 numbers then chose two of the lotteries, one of it for experimental group and another for control group. Ila as the experimental class and Iib as the control class. The students of the experimental class was 18 and the students of control class was 18. The total sample of the study was 36 students.

The information about the students' ability in speaking through Animation Video, the writer analyzes the students' test from words mastery. In order to know the ability of the students. The data in this research were analyzed quantitatively to answer the question of the research question in which the data obtained through the pre-test and the post test. The data gained from the pre-test and the post-test were arranged in a table of distribution frequency. It was analyzed by using formula, namely the mean, standard deviation, standard error and t-test. So, the writer use statistic procedure as designed by Anas sudijono (2014:56) as follows :

1. Determining of Mean Score

The mean score was used to investigate the average score of the students. Anas sudijono (2014 : 305-313) prescribe the formula of mean as follow :

$$M_D = \frac{\sum D}{N}$$

Where :

M_D = Mean of Defference

D = Total defference score between variable I and variable II

N = Number of Cases

2. Determining Standard Deviation

The next step was determining of Standard deviation. There are the most useful measures of variability. Anas Sudijono (2014 : 168) prescribe the formula of standard deviation as follow :

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where :

SD = Standard Deviation

D = Total difference score between variable I and variable II

$\sum D^2$ = Total difference score between variable I and variable II

that has been quadrate (D^2) with each of frequency

N = Number of cases

3. Determining of Standard Error from mean of difference with the formula :

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

4. Determining of "t" Test Score

To determine the statistical significance of ratio observed, a more commonly use formula for the dependent t-test is from Anas Sudijono (2014 : 314). This formula was used to see the significant difference in this study. the formula was : $t_o = \frac{MD}{SE_{MD}}$

5. Degree of Freedom

The hypothesis must be proven by using degree of freedom (df) and the critical value (t). To calculate it, the writer uses the following formula:

$$Df = N_1 + N_2 - 2$$

where : N = number of students

4. FINDING AND DISCUSSION

The writer gave the report concerning description according to pre-test and post-test from the experimental and control class. The writer had found the result of the research as follow:

the result of t-test on the experimental class was 11, 63 and the result t-test on the control class was 3, 34. Meanwhile, the result of t-table with the level of significant 5% was 2, 03. It showed that the result of t-test on the experimental class was higher than control class (11, 63 > 3, 34). It indicated that there was a significance progression between students' pre-test and post-test score in the experimental class after applying Animation Video. Thus, it could be inferred that the treatment caused an effect to the experimental class in which the students were in the experimental class experienced improvement on their speaking performance after giving the treatment. For this reason the alternative hypothesis was supported by this finding that there was a great effect of Animation Video technique in improving students'

speaking skill. In this result, the writer discovered the research questions answer that whether animation video improved students' speaking performance. Thus, the null hypothesis (Ho) and alternative hypothesis (Ha) were determined as follow:

Ho : There is no significant difference in students' speaking achievement between students' who are taught by using Animation Video and those who are taught by memorizing words was rejected

Ha : There is significant difference in students' speaking achievement between students' who are taught by using Animation Video and those who are taught by memorizing words was accepted.

5. CONCLUSION AND SUGGESTION

1. Conclusion

Statistical analysis showed that there was significant different in students' speaking between students who are taught by using Animation Video and those who are taught by memorizing words. The effectiveness of the Animation Video was shown through data analysis that was significant. It could be seen from the result of mean of difference for each of class in which the mean of difference score in experimental class was 26,38 while the mean of difference score in control class was 11, 38. It showed the mean of difference score in experimental class was higher than the control class (26,38 > 11,38). It also could be seen from the result of the t-test score. The result of t-test score in the experimental class was 11, 63 while the result of t-test score in control class was 3,44. It showed the t-test score on the experimental class was higher than control class (11,63 > 3,44). Meanwhile, the result of t-table with the level of significance () 5% (0,05) with degree of freedom 34 was 2,03. It indicated that the t-test score (t_o) of both of the experimental class and control class was higher than t-table (t_t). they were : (11,63 > 2,09) and (3,44 > 2,09). Because of t_o higher than t_t it can be concluded that Ha was accepted. Thus, there was significant difference in improving students' speaking skill who were taught by using Animation video and those who were taught by memorizing words.

2.Suggestion

1. The teacher needs to find interesting materials before conducting the teaching and learning process, so the students can enjoy the lesson. Besides, the teacher also should be more creative in teaching and learning process.
2. The writer was suggested that English teacher might use Animation video as one of technique in teaching reading English, because it can encourage the students to be more active learning reading process.
3. To the reader, especially English Students, this study can be a description of experimental

study in this research. The last, the writer expects there will be further research to this study. thus, who want to make a similar study in this subject or use this study as one of the previous studies, perhaps would like to consider the content of the material choosing that more easier to make the connection in the real life situation.

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