

# THE USE OF ANIMATION VIDEO TO TEACH ENGLISH TO JUNIOR HIGH SCHOOL STUDENTS

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## **Abstract**

This study aims are to identify problems of teaching English to Junior High School students, implement the animation video in the learning process, describe the effect of the media to the students' motivation in the learning process. This research used the principle of classroom action research. The subjects of this research were 28 students of eight-grade students in SMP N 1 Banguntapan. There were 2 cycles applied in this research. The researcher used observation, interviews, lesson plan, and questionnaire to collect the data. The result showed that there were some problems faced by the students in the learning process such as lack of vocabulary, uninteresting learning process, less participation, and lack of grammar knowledge. The animation video was implemented as media through a lesson plan in the learning process. The implementation of the video caused the students more interested in the teaching and learning process.

**Key words:** *communicative, listening, animation video*

## **Introduction**

In the globalization era, communication becomes an important thing. It is a tool of how information is delivered to the other person. Therefore, people try to mastery a communication skill. Mastering communication skill means studying a language.

English becomes a compulsory subject in Indonesia. English has been taught in Indonesia from kindergarten level until senior high school level. There are four main skills of English which taught in those levels: listening, reading, speaking and writing. Through the four skills, students learn to acquire the language first in order to have a good skill of communicating.

Listening affects to the speaking skill directly. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). For the example; a student will have a good speaking skill when he has a good listening skill.

The aim of this study was to improve the students learning interest in English. This objective was taken from the observation result of English teaching and learning process in SMPN 1 Banguntapan. Based on the observation, the students have problems in the learning process such as easy to get bored in the learning process, lack of vocabulary, passive in the learning process, confused with grammar, and afraid to speak up their opinion.

Considering the problem above, the researcher proposed a method which used animation video as the media of teaching. According to Ybarra & Green (2003), students trying to learn English as a second language need further language support. They need to practice in hearing the language, reading language, speaking language, and writing the language in order to develop their experience and skills. Animation video took the role as the stimulator in engaging student's interest in learning English through listening skill.

## **Theoretical Review**

### **1. *Communicative language teaching***

Achieving communicative competence must be guided by the same approach. According to Richards (1986:69), the communicative approach in language teaching starts from a theory of language as communication. The focus of this method is on the functional language usage and the learners' communicative competence in expressing their own ideas, feelings, attitudes, desires, and needs.

Richards describes the role of communicative language teaching (CLT) teacher in a three-part such as analyst, counselor, and group process manager. As an analyst, The CLT teacher assumes a responsibility for determining and responding to learner language needs. Another role assumed by several CLT approaches is that of counselor. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

In conclusion, the teacher needs a guideline to teach English as a foreign language. Communicative language teaching (CLT) is the approach of teaching communicative competence. Moreover, Richards stated that CLT was a good method for engaging communicative competence of the student with various exercise activities which is interactive activities.

### **2. *Listening***

Taking the role as the receptive skill, listening is very important in acquiring a new language. According to Brown (2004:119), one reason for this emphasis is that listening is often implied as a component of speaking. How could you speak a language without also listening?

Listening is one of the four language skills which learners usually find the most difficult. it is a process of receiving a message through hearing a sound. Based on Saricoban (1999:61), listening is the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning.

In addition, a good speaker comes from a good listener. In order to achieve high communicative competence, the students must mastery listening skill and vocabulary knowledge first. The student will speak fluently and accurately when they have materials to talk.

### **3. Teaching English to junior high school students**

There are many methods or teaching procedure which can be used to teach English as a foreign language to the students, such as PPP, CBLT, genre-based technique, and so on. However, related to the National Education Ministry Policy No. 65 in 2013 about standard basic procedure of elementary, junior, and senior high educational units, learning process can be done into five processes: *Mengamati* (Observing), *Menanya* (Questioning), *Mengumpulkan Informasi* (Collecting Information), *Mengasosiasi* (Associating), and *Mengkomunikasikan* (Communicating) or known as (5M).

In addition, teaching English for junior high school cannot be done in a simple way. Based on National Education Ministry Policy No. 65 in 2013, the learning process can be done into five processes. Those steps are used to engage the students in acquiring the knowledge.

### **4. Animation Video**

Animation video is a modern entertainment media, it consists of moving pictures, texts, and graphics which integrated with sound and voice. According to Sadiman (2005:29), video is storage of picture and sound information system where the audiovisual signal is not only recorded on magnetic tape but also on disk. The use of video movie can motivate students to follow the class actively because a movie provides interesting pictures and sounds. It can also help the students retain information, introduces new vocabularies, grammar, messages, and entertainment at the same time.

In conclusion, video animation is moving pictures like cartoon, films, images, etc. which are photographed and shown in a way that makes them move and appear to be alive. It can also help the students in learning a new language.

## **Method**

This research used the principles of classroom action research. The research conducted from October 11<sup>th</sup> until November 27<sup>th</sup> in SMP N1 Banguntapan which located in Banguntapan, Bantul, Yogyakarta. The subject of this research were 28 students of the eighth-grade students. In order to collect the data, the researcher used observation, interviews, lesson plan, and questionnaire. The researcher used method which suggested by Burns (1999: 157-160) such as, assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes to analyze the data.

## **Findings and Discussion**

The researcher conducted classroom observation and interview, in order to identify the problem which faced by the students. These actions were conducted on October 24<sup>th</sup> and 31<sup>st</sup> 2017. From those actions the researcher found the problems which related to the learning process that faced by students such as, lack of vocabulary, uninteresting learning process, less participation, and lack of grammar knowledge.

The researcher prepared some actions above in order to overcome the problems. He implemented the animation video as a media in classroom action research which suggested by Stephen Kemmis (1988).

### ***The Implementation of The Media***

In this step, the researcher implemented classroom action research by using the animation video as the media to the learning process. The detail explanation could be seen in each cycle.

Cycle 1.

a. Planning

- 1) Observing: The researcher played the video about vocabulary song. The students identified the things on the video which was countable or uncountable.
- 2) Questioning: The researcher gave the student time to ask questions related to the video.
- 3) Collecting information: The researcher gave the students another video in the form of conversation. The students identified the expression which used in the video.
- 4) Associating: The students did the exercises about vocabulary which is given by the researcher
- 5) Communicating: the researcher examined the students in front of the class. The researcher expected that the students asked about the task and told their problem during the associating stage.

The researcher planned to implement the media in learning process through observing and collecting information stage. Through those stages, the students could enrich their knowledge with various sources. In the other hand, the other stages used such exercises and explanations to strengthen the students' comprehension about the materials.

b. Action and observation

The researcher started the lesson by explaining the materials about countable and uncountable noun. He tried to explain that there were some nouns which could not be added by s or es in the plural form such: mouse, goose, and child. After explaining the materials, he gave the students chance to ask in questioning stage. However, the students just kept silent. They had problem with vocabulary.

The researcher continued to explain the materials. He played video song about things which could be count and not count in the collecting information stage.

R	: Ok, ada yang tau video tadi tentang apa?
S	: Makanan!
R	: Iya tentang makanan, selain itu?
S1	: Saya suka makanan!
R	: Di dalam video tadi apa saja yang merupakan benda uncountable?
S2	: Juice.

The researcher checked the students' attention and comprehension about the video by asking some question for example; what is the video telling about? Then, the students

answered the researcher's question. It could be indicated that the students were paying attention and understanding the materials on the video. The students also became enthusiastic in answering the researcher question, since the implementation of the animation video.

After explaining the materials, the researcher gave the students exercise in the associating stage. The students must finish the exercises in some minutes. Then, after the students finished their work, the researcher asked the students to mention their answer by turn. He also gave the correction and some information related to the topic learning to the students.

c. Reflection

The result of the first cycle showed that the students' learning interest and their participation in the learning process were increasing. However, there were some problems like; lacked of vocabulary and grammar which could not solve in the first cycle. Therefore, the researcher conducted the second cycle with the improvement on the amount of the grammar and vocabulary exercises.

Cycle 2.

a. Planning

Based on the first cycle reflection, the researcher still could not solve the problems about vocabulary and grammar. Therefore, in the second cycle, the researcher added the amount of exercise in associating stage. He added 3 kinds of exercise such as multiple choice, cloze test, and create sentences.

b. Action and observation

The researcher began the learning process by explaining the materials about simple present continuous tense. He explained the use of simple present continuous to the students. The researcher asked questions the students about the materials as the questioning stage. From the students' respond, they already understood the basic function of simple present continuous tense, but they could not understand the other function.

The researcher continued the lesson by explaining the material through animation video and some grammar exercises. The researcher gave the students video about the example of simple present continuous tense and its function. The researcher also gave vocabulary and grammar task in the cycle 2. He added some exercises like, multiple choice and cloze test exercise.

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| R | : <i>Coba kita cek, (play the video) <b>ya benar. My sister is eating an apple. Selanjutnya ya.</b> (pause the video) <b>what are Stella and her sister doing now?</b></i> |
| S | : <b>Cleaning.</b>   |
| R | : <i>Ok, itu ada soal 14 pertanyaan tentang simple present continuous tense. kalian kerjakan yang <b>bagian a dan b dulu</b></i>   |

The students paid attention to the video and answered the researcher's questions. The exercises were about grammar pattern of simple present continuous tense. The researcher added the amount of the exercise in order to solve the students' problem in grammar and vocabulary on the previous cycle. The researcher also gave another exercise in associating stage. It was about simple present continuous in the form of passive voice. There were some complete sentences which used simple present continuous tense in the active voice form. The students changed those sentences into the passive voice form.

After doing the grammar and vocabulary exercise, the researcher asked the students to create a dialogue. It was used to apply their knowledge about the materials which they learned before. the researcher closing the lesson by concluding the materials in the learning process.

c. Reflection

There were some improvements after the second cycle conducted.

1) The students' vocabulary knowledge had increased, 2) the students' grammar mastery become better, 3) the students had not afraid anymore to speak up their opinion in group discussion. Based on the result of the second cycle, the researcher ended the research.

## Conclusion

Based on the research finding and discussion, the research was successful in improving the eighth-grade students of SMP N 1 Banguntapan interest in learning English through the animation video. The researcher found some problems related to the learning process such as 1) Students lacked vocabulary. 2) Students were easy to get bored and lose their attention. 3) Students were passive in the learning process. 4) Students afraid to speak up their opinion. 5) Students were still confused with grammar.

The implementation of animation video in the learning process was only implemented in two stages. The video implemented in the observing stage and collecting information stage. In these stages, the video was used to give the students wide information related to the learning topic which discussed.

The effect of the use of the media to the students' learning motivation was obtained from the questionnaire. The questionnaire result showed that 75% of the students agree that they learned better and easier by using animation video. They became happy and more passionate in the learning process.

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