Animating English Fluency: Empowering Senior High Students Through Speaking Activities with Animated Series

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Abstract

Effective communication necessitates discussions about the topic at hand, highlighting the significance of speaking skills. Proficiency in speaking significantly impacts one's character, requiring consistent practice to refine sentence structure and pronunciation. Leveraging practice methods, such as utilizing media like animation series, contributes significantly to honing speaking abilities. While grammar is often overlooked in everyday conversation, the essence lies in mutual understanding during dialogues. Vocabulary acquisition, mainly through regular reading, notably aids language fluency, especially in foreign languages. A teacher's role extends beyond content delivery to understanding the learning context and methods, encouraging students to apply what they've learned. Fostering self-confidence in students, particularly during the transition from junior to senior high school, is pivotal in teaching language skills. Integrating reading and listening into speaking lessons enriches vocabulary and enhances comprehension skills indispensable for effective communication. This study demonstrates the importance of effective communication as individuals convey information or messages during conversations. The focus is on emphasizing the necessity for teachers to prioritize enhancing speaking skills among students in classrooms. Improving students' proficiency in foreign languages is crucial, and it is intertwined with the utilization of appropriate media.

Keywords: *Speaking Activities, Animated Series, Senior High Students'*

Introduction

Foreign or second language learners face considerable difficulty in formulating sentences unless they acquire a comprehensive understanding of grammatical structures and possess a sufficient vocabulary repertoire. Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment (Aini et al, 2018). Out of the four language abilities, speaking is the most crucial for effective communication in today's globalized society. It has been proved because when someone talks to another person, that person is trying to convey something that has information or a message to convey. Speaking skill in both native and second or foreign language involves acquiring proficiency (Pangaribuan et al, 2021). This is something that needs to be done to improve the ability of students to speak foreign languages, and it also cannot be separated from the use of the media used. Socially speaking, they need to be able to regulate their emotions and sense of self because these things can impact how fluently they speak English.

The educational process can be easier to do because there is a lot of information related to learning materials that can be accessed by students through technology (Kristiani et al, 2021).

This method in learning speaking is an effective step so that students can analyze, understand the content, make patterns and develop self-confidence in speaking foreign languages, especially in English language. This concept has been around for decades, with animation series being used to teach children basic language skills such as reading and writing. Explores narrative as an experiential organizing activity related to our feelings about who we are and who we can become (Roberts, 2017). Determining the challenges in spoken language acquisition reveals that they are not overly abundant. The predominant issue often lies in fostering a comfortable class environment, as discomfort frequently hinders students from showcasing their full potential due to insecurity.

The educational process becomes notably more manageable with the abundance of learning materials accessible to students through technology, facilitating easier access to a wealth of relevant information. Speaking is the ability to express something in spoken language. For those learning a foreign or second language, producing sentences without mastering grammatical structures and having a sufficient vocabulary can be rather challenging (Pinkard et al, 2017). As a result, EFL/ESL English language learners have a difficult time to pronounce words correctly. Therefore, as a teacher must provide many variables innovation and methods that can indeed gauge the interests of students in studying English as their second language. Character implementation education in schools is developed through learning experiences that lead to the formation of character in students (Dewantara et al, 2020). In understanding speaking, vocabulary capacity is needed which is already beyond one's abilities, where the way to do this is by getting used to speaking, especially in English.

Rao (2019) these speaking skills are also useful for professionals to develop their career. In today's interconnected global landscape, effective communication is essential for sharing ideas and connecting with people worldwide to accomplish our goals and aspirations. The competitive nature of this world impels English language learners to enhance their speaking abilities to thrive in the international marketplace. Speaking is very important skill in our lives. People speak in order to communicate with the others (Colligs, 2021). As a result, the speaker must properly communicate all they want to say because speaking is a process that involves more than just making sounds it also involves transmitting messages.

As an outcome, when speaking, one should consider both who they are speaking to and how they are communicating. Interviewers swiftly gauge an individual's talent and aptitude through their speaking skills, recognizing and assessing these abilities within a concise timeframe. This speaking skill must be possessed by students, because the success of learning to speak can be measured by the ability of students to convey their ideas orally (Wahyuni et al, 2021). When students speak, they will express what is on their minds, express themselves and their feelings, so that the listeners will understand. Speaking stands out as a paramount skill, being essential for effective conversation. Mastering English speaking poses a formidable challenge, demanding proficiency in crucial aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension (Allen, 2020; Flynn et al, 2021).

For this activity is about to enhance speaking activity in senior high school through animation series. Speaking skills are message clarity, organization, language, delivery, and the use of multimedia/presentation technology (Lorusso et al, 2018). That means a speaker provides direction and also an explanation of the message to be conveyed. Numerous language learners perceive a crucial necessity to augment their overall communicative proficiency, often specifically targeting the development of fluent and natural conversational abilities as their primary goal. Determining factors play a crucial role in igniting interest and serving as a catalyst for students engaging in speaking activities, which are paramount in language acquisition. When students discover a passion for verbal communication in a foreign language, they naturally gain confidence in applying it to daily interactions and further nurture their curiosity in enhancing other language skills. Speaking is one of the important skills in the process of language learning (Anggeraini, 2018). Thus, for information, ideas, thoughts, attitudes, or sentiments to be exchanged, at least two people must communicate the sender and the recipient.

Ultimately, speaking constitutes the vital process of conveying ideas through verbal communication, acknowledged as one of the pivotal elements in language acquisition, as delineated by the experts' definitions. The optimal choice of media for language learning is audio-visual media, particularly due to its incorporation of both visual elements and sound, exemplified by resources like cartoon films. Leveraging this medium facilitates an enjoyable English vocabulary learning experience for students, ensuring clear comprehension of messages, conserving the teacher's energy, boosting student motivation, and enhancing the overall efficiency of teaching and learning endeavors. Many techniques can be applied to teach students English speaking (Pratiwi et al, 2020). Using interesting material, media, and techniques in teaching English is the first thing that can motivate the students to learn English. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.

Speaking is when the ability to think to process words and the way they are delivered can be conveyed clearly without any misunderstanding between the speaker and the audience. Where a person's ability to speak can be measured from the processing of the words used and the way they are delivered. Understanding the student composition is essential for effectively managing the teaching environment. Research indicates a strong correlation between students' academic achievement and their family's educational background. Mixing students with varying educational backgrounds can lead to an increase in overall achievement, as observed in previous studies. A student's familial context significantly influences their learning development. Therefore, it's vital for students to interact with individuals possessing high potential and qualities to aid in their own development. This support is especially beneficial for students with relatively weaker abilities. As educators, it is imperative to strive for providing our students with the utmost opportunities for optimal performance (Fhonna, 2023; Ningsi et al, 2023).

Fundamentally, while animation series traditionally catered to children's entertainment, the landscape has evolved, and adults are increasingly acquainted with this medium due to the emergence of animation series designed specifically for mature audiences. A movie is more than just its content and media, it is also how those things are used to create certain

communication texts that generate specific fields of symbolic meaning and effects and satisfy specific requirements that give them specific significance. On the other hand, two-dimensional illustrated visual art is what animation series are. Nowadays, the term relates to the artistic style of such works as well as a generally non-realistic or semi-realistic painting or drawing intended for satire, parody, or fun, however the exact meaning has changed over time (Altun et al, 2022).

In the audio-visual language level of animation film and television art, computer digital tech can significantly improve the audio-visual experience, thus greatly improving the audience's viewing experience (Tamimi et al, 2024). The humor in animated series has a lot to offer educators and learners, including: calming and energizing the classroom; drawing students' attention to the narratives in cartoon movies. A cartoon movie is generally relevant to kids. Movies encompass more than their physical materials and mediums; they serve as vehicles for crafting specific communicative narratives, generating symbolic meanings, and imparting effects that align with distinct sets of criteria, thereby attributing them with particular value (Bahri et al, 2021). The essential procedures and strategies are the same for all animation, and as a result of the extensive variety of uses, animation graduates are popular (Phillips et al, 2020). Because animation series provide words in context in a way that cassettes cannot, they are able to communicate more effectively than other forms of media. Students can see who or what is speaking, where they are, and what they are doing. In addition to video, movies can be used to convey messages to students. Senior high school implementation aimed to equip the students with essential knowledge and skills that will help them prepare better for the chosen path in the higher education, employment, or entrepreneurship (Pandhiani, 2024).

On the other hand, animation series represent a distinct form of two-dimensional visual art. Although the definition has evolved, contemporary usage predominantly denotes non-realistic or semi-realistic drawings or paintings aimed at satire, caricature, humor, or the overall artistic style evident within these creations. By applying animation media in learning, students will have the opportunity to increase their achievement or learning outcomes (Wang et al, 2024). There are numerous tools available for communicating with pupils. Animations can be utilized not just as media but also to change messages or impart knowledge. Students who watch movies need to pay attention to the facial expressions of the characters in addition to learning about the content. By employing movies as medium, a teacher can communicate with students visually, verbally, and aurally, or all three. This can be done to prevent students from becoming verbose. A film, or movie, is a type of media that can greatly aid in the process of teaching and learning.

Method

In this research endeavor, the scholars employed quantitative methodologies as a fundamental tool to facilitate and support the compilation of this journal (Adem et al, 2022). The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of

prearranged answers. The sample in the research that will be conducted is made up of students from SMAN 5 Tangerang Selatan Senior High School. The author also took a sample at the level of students in grade 11, at which level students are preparing themselves to face practical exams in November 2023. And for the English subject later, the teacher of the students will give them a several animation series and make dialog based on the series, which is continuous with the dialog activity.
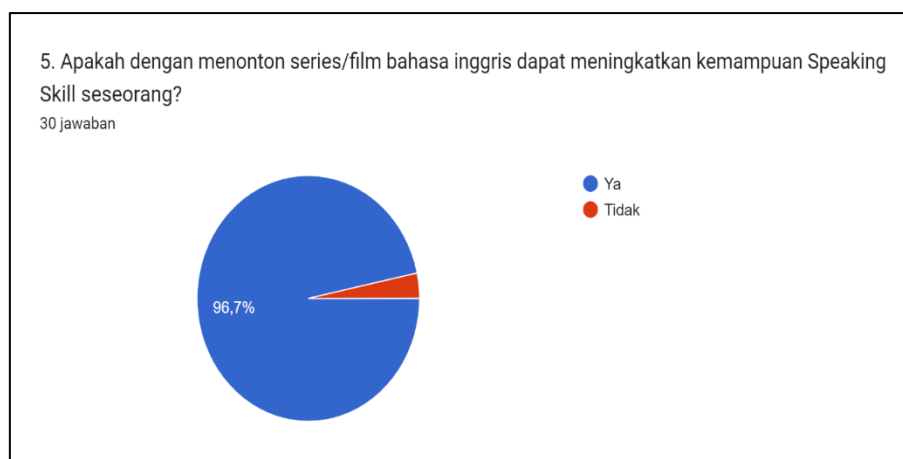
The research methodology involved the utilization of students as participants, employing a questionnaire format to gauge and ascertain the depth of their enthusiasm and engagement in acquiring proficiency in the targeted speaking skill. Students are required to fill out a Google Form serving as the questionnaire. This survey will be disseminated digitally, encompassing a variety of inquiries aimed at deriving conclusions about students' inclination towards utilizing animation series as a means to enhance their speaking abilities. For this study researchers use scale Guttman as a measurement for research conducted. The Guttman scale measures only a dimension of a multidimensional variable. The questionnaire provides examples of binary responses, including options like "Yes-No" and "True-False" (Munawir et al, 2022).

The questionnaire predominantly offers two-choice selections, with the most common being the selection between "Yes" or "No."

Results

The survey of high school students' perceptions regarding their English fluency by empowering their speaking activities consisted of 10 questions designed. These questions are intended to be completed by a total of 30 students, providing comprehensive insight into their perspectives on the topic.

4. Yang manakah yang dapat meningkatkan kemampuan Speaking Skill bahasa inggris seseorang?
30 jawaban

- Menonton series/film menggunakan subtitle bahasa inggris
- Membaca buku bahasa inggris
- Menulis puisi menggunakan bahasa inggris

96,7%

5. Apakah dengan menonton series/film bahasa inggris dapat meningkatkan kemampuan Speaking Skill seseorang?
30 jawaban

Ya
Tidak

96,7%

Based on the findings from the research above, it is proven that students can improve their English language proficiency through the use of the animation series method, especially in the context of speaking activities. For this investigation, a feedback questionnaire was administered to 30 students, with questions adapted to assess their speaking skills. The questionnaire format allows students to respond comprehensively, aligning their answers with the discussion points provided. This is proof that, apart from the various conventional methods used to improve students' speaking abilities, the animated series approach has proven to be very effective. The emphasis here is not solely on prescribed exercises but rather on cultivating enthusiasm for learning new concepts in order to perfect their linguistic abilities. This is especially important for middle school students, who are characterized by their curiosity and desire for diverse experiences. The efficacy of this method lies not only in increasing language fluency but also in instilling confidence in public speaking. Involving animated series in speaking activities that require thorough preparation, not only triggers a surge of adrenaline among students but also fosters their creativity. As educators, it is our responsibility to nurture and encourage these aspects, ensuring that students find learning an enjoyable and fulfilling endeavor.

Discussion

Based on the results of the preceding data analysis, it can be deduced that the overall proficiency level of students residing in coastal areas in spoken English is generally moderate. This assessment is primarily attributed to their limited proficiency in employing correct grammar during English conversations. Nevertheless, certain experts contend that speaking proficiency does not necessarily hinge on grammatical accuracy, emphasizing instead the importance of conveying the intended message effectively. They argue that comprehension of the message holds greater significance than grammatical correctness in English conversations. However, there are also experts who assert the significance of grammar, as it directly influences the meaning conveyed. English vocabulary holds immense importance as it serves as the cornerstone for effectively expressing ideas and thoughts. Without a sufficient vocabulary repertoire, students may encounter challenges in articulating their thoughts (Budach et al, 2021).

Consequently, their ability to communicate verbally may be compromised. Several factors contribute to this deficiency. Firstly, the inherent difficulty and disparity in pronunciation between English words and those in their native language may deter students from actively expanding their vocabulary. Secondly, the multifaceted nature of English words, often with multiple meanings and contextual nuances, can lead to confusion among students regarding their appropriate usage. These challenges collectively hinder students from augmenting their vocabulary effectively. In Indonesia, English is considered a foreign language and is taught in both junior and senior high schools with the objective of equipping students with the ability to communicate effectively and access knowledge in English.

This emphasis on English education is crucial for preparing students to engage in global discourse and access information in an increasingly interconnected world. Proficiency in speaking English is particularly emphasized, as it facilitates knowledge transfer and acquisition, enabling students to communicate and interact confidently in various contexts. In this research study, cartoon movies were utilized as a tool to enhance students' speaking skills. Prior to engaging in speaking tasks, students watched cartoon movies with varied expressions. Each video was viewed twice to familiarize students with vocabulary, pronunciation, grammar, intonation, and to cultivate speaking fluency. Following the viewing, students identified language expressions used in the videos, and the researcher provided comprehensive explanations of these aspects.

Throughout the sessions, students practiced expressing themselves using the acquired language in front of their peers. As a result of these interventions, students exhibited increased vocabulary diversity and proficiency in grammar. Furthermore, improvements were observed in pronunciation, intonation, and overall fluency. Notably, students' enhanced speaking skills were evident through their performance in subsequent assessments. The use of cartoon videos allowed for contextual learning, as visual cues provided by the videos depicted various situations and environments, aiding students' understanding of the message conveyed. This integrated approach to language learning proved effective in enhancing students' speaking skills and comprehension. Utilizing videos as a model for speaking practice can greatly benefit students by providing exposure to native speakers. Through observation and imitation of the speech and mannerisms of native speakers, students engage more actively in the learning process.

Moreover, the captivating nature of video content enhances students' interest and facilitates long-term memory retention of learned material. Repetition of vocabulary and language expressions, combined with pre-video vocabulary tasks, aids in familiarizing students with new words and phrases. Additionally, videos offer cross-cultural insights, allowing students to broaden their perspectives beyond the classroom setting. Despite the success in capturing students' attention and improving their speaking skills, there were some notable weaknesses observed. Nonetheless, the primary objective of using videos as a medium to provide authentic speaking models was effectively achieved. Students displayed enthusiasm and proficiency in understanding and applying the language expressions encountered in the videos, contributing to a more dynamic and engaged classroom environment.

Conclusion

In the role of educators, it is important for us to explore various approaches to facilitate learning for students, especially at the high school level. No less important is our responsibility to assess the attractiveness of the methods we apply, ensuring that students are truly interested in the learning process we introduce. Moreover, when students show interest in certain subjects or learning methods, it is important that we pay sufficient attention. This attention is critical in cultivating an environment where students view learning not as a monotonous repetition of the same methods but as a dynamic and engaging experience tailored to their interests and preferences. The primary aim of this study was to assess the effectiveness of incorporating an animation series in improving students' speaking skills, as measured by pre-test and post-test evaluations.

Through the conducted research, it became apparent that the utilization of an animation series yielded significant improvements in students' speaking abilities. The integration of such a series into the curriculum provided a solid foundation for fostering creativity, confidence, and proficiency in spoken English. This comprehensive approach encompassed various aspects including pronunciation, grammar, and comprehension. The tangible impact of this instructional method was evident in the post-test results, where students showcased marked enhancements in their speaking proficiency. Notably, despite uniform treatment across classes within the experimental group, students consistently displayed positive outcomes attributable to the implemented interventions. This underscores the efficacy of utilizing animation series as a pedagogical tool for enhancing students' speaking skills.

Acknowledgment

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