

Improve of Using Animation Videos in Speaking Skill on Narrative Text for Senior High School in Class X3 SMAN 17 Surabaya

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Abstract This study aims to analyze the effectiveness of using animation videos to enhance speaking skills in narrative text for Class X3 students at SMAN17 Surabaya. This research used a quantitative approach with a one-group experimental design. Data were collected through a pre-test using conventional teaching methods and a post-test after teaching with animation videos. The results showed that students taught with animation videos significantly improved their speaking skills, including fluency, vocabulary, and storyline comprehension. Additionally, students demonstrated higher motivation and engagement during lessons.

Keywords: animation videos; speaking skill; narrative text; language learning; multimedia

INTRODUCTION

In today's digital era, the use of technology in education has become an inevitable necessity. One form of technology that can be utilized in learning is animated videos. Animated videos have significant potential to enhance students' speaking skills, particularly in the context of learning narrative texts. The research is conducted by (Batdal, et. al, 2014) has found that animation film that used in the speaking skill is effective. This study aims to evaluate the result of using animated videos to improve speaking skills in narrative texts for students of class X3 at SMAN 17 Surabaya.

The background of this research is based on the fact that speaking skills are one of the most important aspects of English language learning, yet they are often considered challenging by students. Many students struggle to express ideas and thoughts orally, especially in narrative contexts that require clear structure and storylines. Animated videos were chosen as a learning medium due to their ability to present engaging and easily understandable visualizations, which are expected to motivate students and help them comprehend and express narrative texts orally.

The research problem in this study is: "How is the use of animated videos in improving students speaking skills in narrative texts for students of class X3 at SMAN17 Surabaya?" The objective of this research is to determine the effectiveness of

using animated videos to enhance students' speaking skills in narrative texts. The benefits of this research are expected to contribute to the development of innovative and effective learning methods, particularly in English language learning.

The hypothesis of this study is that the use of animated videos can significantly improve students' speaking skills in narrative texts. The literature review in this research is conducted by (Kurniati, 2015) teaching speaking by using animated video can improve student speaking skill. By using animated video as a media it can improve student motivation in express their idea orally. The focus of this research lies in its specific focus on the use of animated videos to improve speaking skills in narrative texts, which has not been extensively explored in previous studies. According to (Brown, 2004) there are six criterias in speaking, such as pronunciation, grammar, vocabulary, fluency, task and comprehension. The student will be able to pronounce each word with clearly articulation. The urgency of this research is also emphasized by the need for more effective and engaging learning methods for students, especially in the context of English language learning at the high school level. The scope of this research is limited to students of class X3 at SMAN 17 Surabaya, with a focus on improving speaking skills through the use of animated videos in narrative text learning.

Thus, this research is expected to provide new insights and practical solutions for educators in enhancing students' speaking skills through the use of animated videos.

RESEARCH METHOD

This study employed a Classroom Action Research (PTK) approach aiming to improve the speaking skills of Class X3 students at SMAN 17 Surabaya in narrative texts through the use of animated videos. The research followed the Kemmis and McTaggart model, consisting of four key stages: planning, acting, observing, and reflecting. The actions were carried out in two cycles to achieve optimal improvement.

The subjects of this study were 36 students from Class X3 at SMAN 17 Surabaya. The research was conducted over two months, from April to May 2025. A preliminary study was first conducted to identify students' needs and challenges in speaking, particularly in narrative text. Initial observations showed that many students struggled with oral expression due to limited vocabulary, lack of fluency, and low confidence in speaking English.

In the planning stage, the researcher prepared the lesson plans (RPP), teaching materials including narrative animated videos, and research instruments such as observation sheets, motivation questionnaires, and a speaking assessment rubric. The animated videos were carefully selected from reliable sources and tailored to the comprehension level of tenth-grade students. The videos presented stories with clear structures, rich vocabulary, and engaging visuals to aid understanding.

During the implementation stage, the researcher carried out the teaching process using animated videos as the main learning media. Students watched the videos, discussed the story elements, identified narrative structures, and then retold the stories orally using their own words. This action was conducted over two cycles, each consisting of two sessions.

The observation stage was conducted simultaneously during the implementation. The researcher and a collaborating teacher observed student engagement, responses during the lesson, and improvements in speaking through observation sheets and video documentation.

The reflection stage was conducted at the end of each cycle to evaluate the outcomes and plan improvements for the next cycle. The reflection was based on the observation results, pre-test and post-test scores, and student feedback. If the success criteria were not met in the first cycle, necessary revisions were made, and the second cycle was conducted.

The success criteria of this research included: students achieving a minimum score of 74 (the school KKM), significant improvement in fluency, vocabulary, and coherence when speaking, and increased student motivation as shown by the questionnaire results.

Data collection techniques included: (1) oral tests (pre-test and post-test) to assess students' speaking ability before and after the intervention, (2) observation to monitor students' engagement during lessons, and (3) documentation to provide supporting visual evidence.

The research instruments included a speaking assessment rubric based on Brown's (2004) six criteria: pronunciation, grammar, vocabulary, fluency, task, and comprehension and observation sheets for student engagement.

Data analysis was conducted using quantitative. Quantitative data were derived from students' speaking scores, comparing average pre-test and post-test results across the cycles.

Through this Classroom Action Research (PTK), the study aimed to provide practical solutions and insights for improving students' speaking skills using animated videos as an engaging and effective learning medium.

RESEARCH FINDINGS

A. Research Setting

This study was conducted in Class X3 of SMAN 17 Surabaya, involving 36 students. The goal was to enhance students' speaking skills in narrative texts using animated video media. The research was carried out in two cycles:

Cycle I (Pre-test): Used conventional teaching methods with group discussion and retelling activities.

Cycle II (Post-test): Used animated videos followed by pair retelling activities in English.

The minimum passing grade (Kriteria Ketuntasan Minimal/KKM) was set at 74

B. Research Finding

Cycle I (Pre-Test – Conventional Teaching)

In the first cycle, students were taught narrative texts through traditional methods, including text explanation and group discussions. Students were then asked to retell the story in groups. The pre-test results indicated that most students had not yet reached the minimum competency score. Students (14%) achieved or surpassed the minimum score of 74. Many students struggled with fluency, vocabulary, and sentence structure.

Cycle II (Post-Test – Using Animated Videos)

In the second cycle, students watched a narrative animated video and then practiced retelling the story in pairs using English. The same speaking rubric was used to assess student performance. 26 out of 36 students (72%) successfully reached or exceeded the minimum score of 74. This indicates a significant improvement in

both average score and student performance.

Number of Students Meeting the Minimum Mastery Criteria (KKM)

Kategori	Pre-test	Post-test
≥ 74 (Tuntas)	students (14%)	26 students (72%)
< 74 (Belum Tuntas)	31 students (86%)	10 students (28%)

Table 1. Number of Students Meeting and Not Meeting the KKM (score ≥ 74) Only 5 out of 36C.

Discussion

The results of the study demonstrate that using animated videos is effective in improving students' speaking abilities in narrative texts. This finding supports the research by (Kurniati, 2015), which concluded that animation-based learning can enhance students' motivation and oral performance. Similarly, (Batdal et al., 2014) found that animated films are highly effective for improving comprehension and spoken expression.

The improvement in students' speaking performance also aligns with (Mayer's, 2009) Cognitive Theory of Multimedia Learning, which emphasizes that combining visual and verbal input improves information retention and understanding.

Furthermore, the speaking assessment criteria suggested by (Brown, 2004) pronunciation, grammar, vocabulary, fluency, task, and comprehension all showed notable improvement, particularly in fluency and vocabulary aspects.

This also correlates with (Sadiku's, 2015) argument that communicative and contextual approaches are crucial in enhancing speaking skills in the classroom.

D. Reflection and Follow-Up Plan

The reflection of both cycles showed that:

The conventional teaching method was less effective in encouraging active student participation.

The use of animated video successfully increased students' motivation and speaking performance.

Proposed follow-up actions:

1. Integrate animated videos regularly into English lessons, including other text types like recount, procedure, or spoof.
2. Increase practice time for individual and pair speaking activities to boost student confidence and independence.
3. Provide students with simple speaking rubrics to encourage self-assessment and awareness of progress.

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