

**The Influence of Using Animation Video Clip Media on  
Students' Speaking Skills In The Eleventh Grade of  
SMA N 3 Metro**

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***Abstract***

*Islamic education institutions, especially madrasas and pesantren, grew from below, from the ideas of local religious leaders. Starting from the recitation which then establishes mosque, madrasah diniyah, and then establishes a pesantren or madrasa. Most of them grow and develop from a small and limited condition. Furthermore, there are those that are the body and develop rapidly or experience continuous quality improvement, some are stagnant and some are not stagnant. For those who continue to grow to be able to establish public education institutions and universities, supported by other businesses that are profit such as agriculture, trade, printing, service industry and so on. The right management is management that can provide added value. In line with this thinking, the core of participatory management demanded in School Based Management is participatory decision making. Based on its historical footprint, Islamic education institutions, especially madrasas and pesantren, grew from the bottom, from the ideas of local religious leaders.*

***Key Words: Development, Management, Islamic Education***

## A. Introduction

One of the languages which are often used as a means of communication is English. It becomes the dominant language around the world, and now most of people use English as an international language. The acquisition of foreign language Especially English as an international language has become more and more important in facing the global era. According to Hornby English is the language originally of England, now spoken in many other countries and used as a language of international communication through out the world" basically English is the native language of the English State.<sup>1</sup>All people around the world know that it is also needed in the scientific fields as a means of expanding science technologies written in English and students are supposed to comprehend the book. To master English by Indonesian people could be significant requirements in order to be successful in the process of getting science and technology. It is reasonable enough to learn it since English plays an important role.

In learning English, there are four basic learning skills that students must be master, there are speaking, listening, reading and writing. Speaking for most people is considered the most difficult skill because it encompasses many aspects of English proficiency including pronunciation, listening, grammar and vocabulary. Speaking is spoke productive skills refers to oral skills which should be mastered by all students.<sup>2</sup> If someone wants to be able to speaking English well, someone must master the four aspects mentioned above. Speaking is also something crucial and indispensable for the students because the success of study depends on the

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<sup>1</sup> Silaban s, T.Marpaung, *An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One*, (JETAFL Publishing, Volume 6, Issue 3: December 2020)

<sup>2</sup> Kresnin otoy, *The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of State Madrasah Aliyah*, (English Instructor at Gloria English Course Palembang, South Sumatera, Indonesia Otoy03194@gmail.com 2503-2518 | Volume 5 | Number 2 | December 2018)

greater part of student's ability to speak. If Student's speaking skill is poor students are very likely to fail in the study or at least students will have difficulty in making progress.

Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Through speaking, people could express and deliver feeling and ideas directly. However lot of student in Indonesia especially student's of senior high school, have some difficulty in speaking English. There are many factors that cause students unwilling to speak. Student's are worried make mistake while speaking English and not confidence express their feeling because think other people will judge about the way student's speak, some others are confused how to pronoun word and lack of vocabulary. And it is affect to students score in English, especially in Speaking.

In learning speaking there are many learning media that can used to help students to improve their speaking skill. There are audio, including anything that can be heard, for example, human voice conversations, music sounds, mechanical engine sounds, and others. Visual type learning media are such as diagrams in a poster, images posted on walls pictures, on a blackboard using chalk or markers, graphics in a learning book, photographs of objects, and others. Heinich et al stated that, animation is a technique in which the film maker gives motion to otherwise inanimate objects. Animation is a content that has an illustration image drawing and it put into a moving image.<sup>3</sup> Motion is a learning media in the formof motion such as videotape, film, and animation.

Animation video clip is a learning media that facilitates the development of language and it is a simple media to develop the student's confidence in speaking. Student's will be motivated because think and express their felling to speak is very pleasant. Therefore the students will be easy to

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<sup>3</sup> Heinich, R., Molenda, M., & Russell, J.D. *Media and the new technologies of instruction*. (Canada, USA, Pearson College, Div7th edition July 16, 2001)

understand and present speak English in speaking. Animation video is appropriate to use as a Learning media because it displays elements interesting text, images, sounds so that can attract students' attention. Animated videos are very influential in learning because students can prove to attract attention, Images with simple movements also make the storyline experienced by the characters in it more interesting. Students will pay more attention to moving pictures than to non-moving ones. That attention and interest in learning through animated videos which indicates increased student learning motivation.

### **B. Research Method**

By looking at the implicit meaning of the paper title and problem studied in this article, This research is uses quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. It can be conclude that quantitative is the research by which the numeric data are used to find knowledge. This research intend to investigate whether there is a significant influence of Animation Video Clip Media on students' speaking skills. The research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research. Quasi- experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.<sup>4</sup> This research use two groups, experimental and controlled group and these groups are chosen by using simple random sampling.

The experimental group doing pre-test, receive the treatment, and doing the post- test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended to find out the students' speaking skill before the treatment. Meanwhile, the post-test is intended to

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<sup>4</sup> Brunce W. Tuckman, Conducting Educational Research(Harcourt Brace College,1999)

find out the students' speaking skill after the treatment given. This research is intended to investigate whether there is any positive and significant influence of Animation Video Clip Media on students' speaking skills.

## RESULT AND DISCUSSION

The result of this research is described based on the effort to answer the research objectives in order to investigate whether the influence of using animation video clip media on student's speaking skills in the eleventh grade of SMA N 3 Metro. To describe the result of this research, the researcher explained the following parts:

### 1. Pre - Test Result

The researcher conducted a Pre-test on August 2<sup>th</sup>, 2023 by giving Speaking test to the eleventh graders in SMA Negeri 3 Metro. The researcher choose speaking type extensive (monologue) testing students by using oral performance test, the topic is self introduction in the form of oral performance test in English. In the pre-test process, the researcher asked the students tell and explain about them self in order to know to their speaking.

#### a. XI IPA 1(Control Class)

Based on the pre-test results, it is known that the results of the speaking score of XI IPA 1 class students as the control class, with the highest score of 72 and the lowest score of 46. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 36 \approx 5.9 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 72 - 46 = 26$$

While the class length is obtained by the formula:

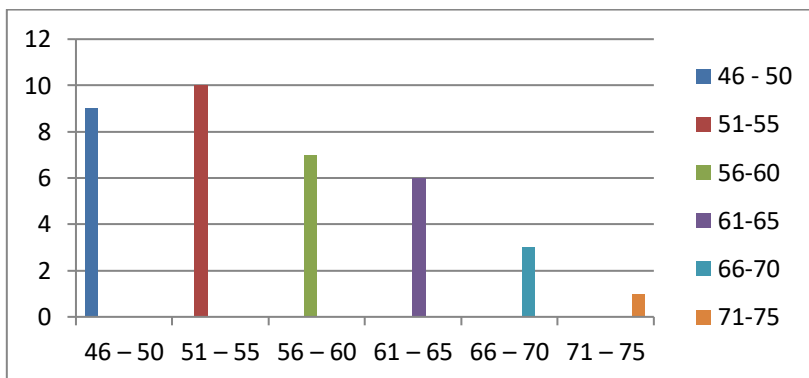
$$P = \frac{\text{range}}{B}, \frac{26}{6} \text{ rounder up to } 4$$

**Table 4.4 Distribution of Speaking Skills Class XI IPA 1**

No.	Interval	Frequency
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1.	46 - 50	9
2.	51 - 55	10
3.	56 - 60	7
4.	61 - 65	6
5.	66 - 70	3
6.	71 - 75	1
Total		36

Based on the frequency distribution of the XI IPA 1 class pre-test results above, a bar chart can be drawn as follows:



**Figure 3**

**Frequency Distribution of Pre Test Speaking Skills Class XI IPA 1**

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 52-56 as many as 10 students (28%) and the least lies in the interval 72 - 76 as many as 1 student (3%). The Mean (M) of the data is 57, Mode (Mo) is 52.5, Median is 55.

**b. XI IPA 3 (Experiment Class)**

Based on the pre-test results, it is known that the results of the speaking score of XI IIPA 3 class students as the experiment class, with the highest score of 82 and the lowest score of 52. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$B = 1 + 3.3 \log 35 \approx 5.8$  rounded to 6.

The data range is calculated by the formula:

Range = Highest score - lowest score

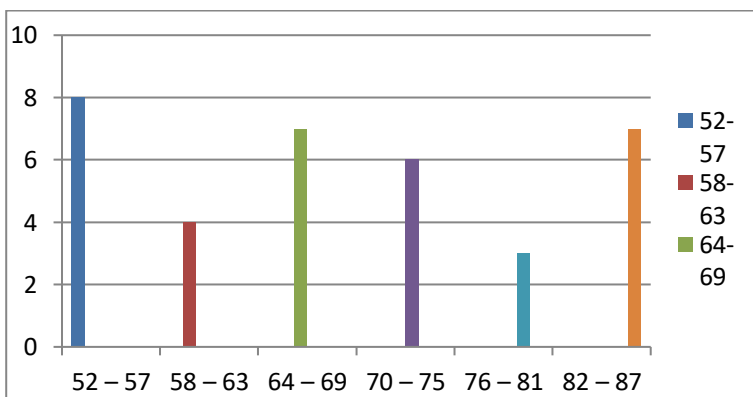
Range = 82 - 52 = 30

While the class length is obtained by the formula:

$P = \frac{range}{B}, \frac{30}{6}$  rounder up to 5

**Table 4.6 Distribution of Speaking Skills Class XI IPA 3**

No.	Interval	Frequency
1.	52 - 57	8
2.	58 - 63	4
3.	64 - 69	7
4.	70 - 75	6
5.	76 - 81	3
6.	82 - 87	7
Total		35



**Figure 4 Frequency Distribution of Pre Test Speaking Skills Class XI IPA 3**

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 52-57 as many as 8 students (23%) and the least lies in the interval 76 - 81 as many as 3

student (8%). The Mean (M) of the data is 68.2, Mode (Mo) is 66.25, Median is 74.5.

### **c. Treatment by Using The Animation Video Clip Media**

In this study, the researcher conducted treatment by applying the Animation Video Clip Media in the research process. In conducting treatment, the researcher teaching directly in class apply steps are: active viewing present the video by playing it for a few second and the fast is forward, freeze framing and prediction activity while video playing the researcher stop the video several times, and then silent viewing the video was played with sound off and let students guess what the characters are talking about.

After that dubbing activity the researcher ask the students to fill in the missing dialogues orally when the video id being played with sound off, the researcher ask the students to act out the scene as much as they remember, and students have to retell about what happen in video and the last activity the researcher gave in the treatment are discussion with students to know whether students understand about the video.

This research was conducted in 3 meetings. For the first meeting, this research was conducted on August 7<sup>th</sup>, 2023. Then the second research was conducted on August 8<sup>th</sup>, 2023 and the third research was conducted on August 14<sup>th</sup>, 2023. This was also done directly by the researcher who were directly at SMA Negeri 3 Metro to the eleventh graders to carry out treatment with the Animation Video Clip Media.

## **2. Post - Test Result**

The researcher conducted a post-test on August 14<sup>th</sup>, 2023 by giving a Speaking skills test to eleventh grade students at SMA Negeri 3 Metro. The type of speaking skill test given was an report text in the form of an report of plant, animal, phenomena in English. In the post-test process, the researcher asked students to choose and then explain about one of the themes about plant or natural phenomena that the researcher had provided on the question sheet to determine their speaking skills. The post-test results are illustrated in the following table.

### **a. XI IPA 1 (Control Class)**

Based on the post-test results, it is known that the results of the speaking score of XI IPA 1 class students as the control class, with the highest score of 76 and the lowest score of 44. To determine the number of classes, the Sturges formula was used, namely:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 36 \approx 5.9 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

$$\text{Range} = 76 - 44 = 32$$

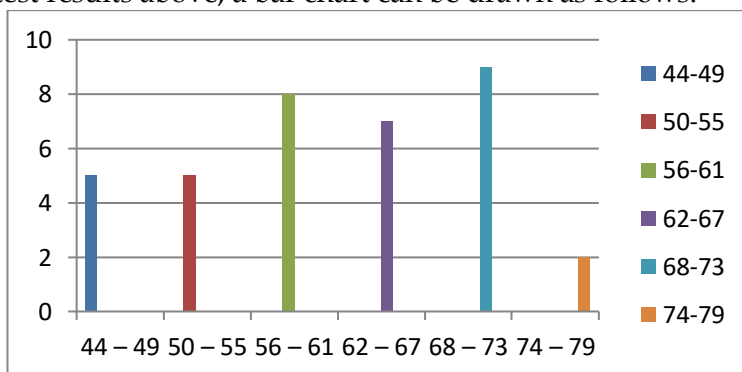
While the class length is obtained by the formula:

$$P = \frac{\text{range}}{B}, \frac{32}{6} \text{ rounder up to } 5$$

**Table 4.8 Distribution of Speaking Skills Class XI IPA 1**

No.	Interval	Frequency
1.	44 - 49	5
2.	50 - 55	5
3.	56 - 61	8
4.	62 - 67	7
5.	68 - 73	9
6.	74 - 79	2
Total		36

Based on the frequency distribution of the XI IPA 1 class post-test results above, a bar chart can be drawn as follows:



**Figure 5 Frequency Distribution of Post-Test Speaking Skills Class XI IPA 1**

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 68-73 as many as 9 students (26%) and the least lies in the interval 74-79 as many as 2 student (6%). The Mean (M) of the data is 71, Mode (Mo) is 58,25 Median is 60.

**b. XI IPA 3 (Experiment Class)**

Based on the post-test results, it is known that the results of the speaking score of XI IPA 3 class students as the experiment class, with the highest score of 94 and the lowest score of 64. To determine the number of classes:

Note 1:

$$B = 1 + 3.3 \log n$$

Description:

B: many interval classes

n: a lot of data, so the calculation is obtained

$$B = 1 + 3.3 \log 35 \approx 5.8 \text{ rounded to } 6.$$

The data range is calculated by the formula:

$$\text{Range} = \text{Highest score} - \text{lowest score}$$

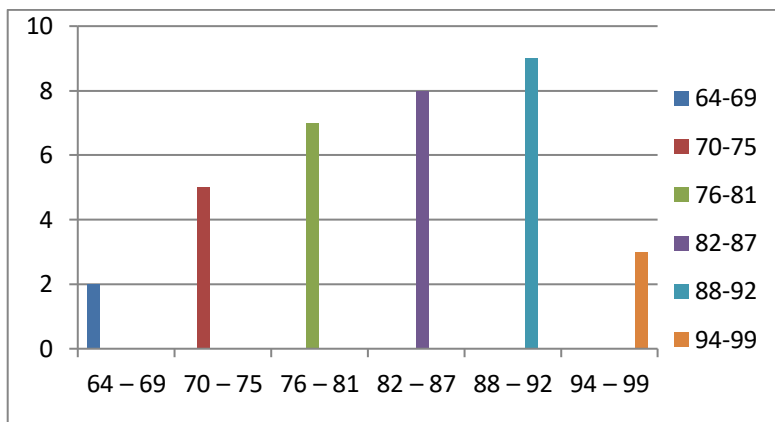
$$\text{Range} = 94 - 64 = 30$$

While the class length is obtained by the formula:

$$P = \frac{\text{range}}{B}, \frac{30}{6} \text{ rounder up to } 5$$

**Table 4.10 Distribution of Speaking Skills Class XI IPA 3**

No.	Interval	Frequency
1.	64 - 69	2
2.	70 - 75	5
3.	76 - 81	7
4.	82 - 87	9
5.	88 - 92	9
6.	94 - 99	3
Total		35



**Figure 6 Frequency Distribution of Post-Test Speaking Skills Class XI IPA 3**

Based on the frequency distribution table and bar chart above, it can be seen that the majority of the frequency of students' speaking skills lies in the interval 82-87 and 88-92 as many as 10 students (28,5%) and the least lies in the interval 64-69 as many as 2 student (6%). The Mean (M) of the data is 80.2, Mode (Mo) is 86,5 Median is 86.

#### **D. Analysis Requirements Test Result**

##### **1. Normality Test**

To get the homogeneity data, the researcher uses the Levene Test in the IBM SPSS Statistics 25 application program, the following steps are:

- a. Enter data in Data View.
- b. Click Analyze, then select Descriptive Statistics then select Explore.
- c. Enter the variable to be tested for normality in the Explore window.
- d. Then click Plots, then in the Box pot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- e. Finally click OK.

After get the significant data, the researcher show as a table and here the results:

**Tabel 4.11 The Normality Result**

Tests of Normality				
	KELAS	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
HASILPOSTTES	1	.133	36	.108
T	2	.114	35	.200*
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Based on the table above, it is show that the data is normality distributed with a significane level more than 0.05, namely  $p = 0.114$  and  $0.200 > 0.05$ .

**2. Homogeneity Test**

To get the homogeneity data, the researcher uses the Levene Test in the IBM SPSS Statistics 25 application program, the following steps are:

- a. Enter data in Data View.
- b. Then click Analyze, select Compare Means then select One-Way ANOVA.
- c. Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.
- d. Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- e. Finally click OK.

After get the significant data, the researcher show as a table and here the results:

**Tabel 4.12 The Homogeneity Test**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
HASIL POST TEST	Based on Mean	3.952	1	69	.051
	Based on Median	3.914	1	69	.052

Based on Median and with adjusted df	3.914	1	68.657	.052
Based on trimmed mean	3.841	1	69	.054

Based on the table it can be seen that the results of the homogeneity test were 0.051 which means greater than 0.05, namely  $p = 0.054 > 0.05$ . So, it can be said that both variables are homogeneous.

#### D. Testing of Hypothesis

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

##### 1. Null Hypothesis (Ho)

There is not a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

##### 2. Alternative Hypothesis (Ha)

There is a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

This is the statistical hypothesis:

- a. If the sign.2-tailed is lower than 0.05 and the t-value is higher than the f-table, then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Meanwhile, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.
- b. If the mean values in the experimental group and control group are compared. If the mean value in the experimental group is higher than the mean value in the control group, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Meanwhile, if the average value in the experimental group is lower than the average value in the control group, the null hypothesis (Ho) is

accepted and the alternative hypothesis (Ha) is rejected.

After conducting a series of SPSS calculations on the test of variable X (Animation Video Clip Media) on variable Y (Speaking Skills), the researcher obtained the results described as follows:

**Tabel 4.13 The SPSS Computation Result about the influence of using Animation Video Clip Media on Speaking Skills**

Independent Samples 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	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Test	Equal variances assumed	3.421	,069	10.381	69	,000	-21,503	2,071	-25,636	17,371
	Equal variances not assumed			10.412	66,863	,000	-21,503	2,065	-25,626	17,381

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 0.069. It is clear that if the probability or Sig. >  $\alpha$  (0.05), the alternative hypothesis

(Ha) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a significant influence of Using Animation Video Clip Media on Speaking Skills.

In addition, the table above illustrated that *t observed* was 10,381 with degree of freedom was 70 to confidence interval of the difference 95%. After considering the t-test table by using *df* 70. It can be found that:

**Tabel 4.14 Critical Value of f-table**

Level of significant	5%	1%
<i>Df</i>	3.978	7.011

- 1) The critical value of t-test (ttable) for the 5% level is 3.978
- 2) The critical value of t-test (ttable) for the 1% level is 7.011

From all the data analysis above, it can be found that :

- a) "t-observed" = 10.381
- b) "f-table" level of significant 5% = 3.978
- c) "f-table" level of significant 1% = 7.011

It means that" t-observed" is higher than "f-table" or it can be written as  $10.381 > 3.978$ . It means that from the value above there was any significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro. It can be seen from the result of the students' pre-test and post-test.

- (1) If  $t\text{-observed} > f\text{-table}$ , Ha is accepted and Ho is rejected.
- (2) If  $t\text{-observed} < f\text{-table}$ , Ha is rejected and Ho is accepted.

The researcher has formulated the alternative Hypothesis (Ha) such as: "There is significant Influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro".

Finally, the data confirmed that" t-observed" = 10.381 was higher than "f-table" level of significant 5% = 3.978. Therefore, it can be concluded that Ha is accepted and Ho is

rejected. It means that there was a significant Influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro .

In teaching speaking to the SMA Negeri 3 Metro especially in students of class XI IPA 3, based on the pra-survey there are some problem like somestudents difficulties in speaking. The researcher choose animation video clip media for got the influence on students speaking skills. Based on the pre-test and post-test explanations, it can be concluded that the use of Animation Video Clip media has influence. It is agreed as statement of Harisson & Hummel that animated films can enrich students' experience and competence in various teaching materials.<sup>5</sup>

The researcher choose speaking type extensive (monologue) testing students by using oral performance test, the topic is self introduction in the form of oral performance test in English. In the pre-test process, the researcher asked the students tell and explain about them self in order to know to their speaking.

In this study, the researcher conducted treatment by applying the Animation Video Clip Media in the research process. In conducting treatment, the researcher teaching directly in class apply steps are: active viewing present the video by playing it for a few second and the fast is forward, freeze framing and prediction activity while video playing the researcher stop the video several times, and then silent viewing the video was played with sound off and let students guess what the characters are talking about. After that dubbing activity the researcher ask the students to fill in the missing dialogues orally when the video id being played withsound off, the researcher ask the students to act out the scene as much as they remember, and students have to retell about what happen in video and the last activity the researcher gave in the treatment are discussion with students to know whether students understand about the video.

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

1. Null Hypothesis (Ho)

There is not a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

## 2. Alternative Hypothesis (Ha)

There is a significant influence of Using Animation Video Clip Media On Students Speaking Skills in the eleventh graders at SMA Negeri 3 Metro in academic year 2023/2024.

This is the statistical hypothesis:

a. If the sign.2-tailed is lower than 0.05 and the t-value is higher than the f-table, then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Meanwhile, if sig.2-tailed is higher than 0.05 and t-value is lower

than f-table, then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

b. If the mean values in the experimental group and control group are compared. If the mean value in the experimental group is higher than the mean value in the control group, then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Meanwhile, if the average value in the experimental group is lower than the average value in the control group, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

While the researcher applied Animation Video Clip media teaching directly in the class, so the steps include of:

### 1. Active Viewing

The EFL teachers can present the video to the students by playing it for a few seconds and the fast it forward. Those activities should be repeated until the end of the video. After that, the researcher ask the students to share what information they got from the video. In this case, the students can guess what they're talked about. This activity helps the teacher know how far the students understanding of the video shown.

### 2. Freeze Framing And Prediction Activity

Next step, while the video is being played, the teacher

stops the video several times. Which shows the pictures of characters body language, facial expression, emotions, reactions, and responses. This activity helps the students understand about what expression should be shown when we say something in English especially.

### 3. Silent Viewing

In the silent viewing, the video is played with the sound off and let the students guess what are the characters are talking about. This activity needs the students to remember the dialogues in the video.

### 4. Dubbing Activity

In this Dubbing Activity, the students are asked to fill in the missing dialogues orally when the video is being played with the sound off.

### 5. The Repetition And Role Play Activity

The Repetition And Role Play Activity, a scene on video is replayed with certain pauses. When the students have understood the presentation, they are asked to act out the scene as much as they remember.

### 6. The Reproduction Activity

In The Reproduction Activity, the students are showed a section in the video and are asked to retell what is happening. This activity can improve the students speaking skill.

### 7. Follow-Up Activity

The teacher make a discussion with the students about the content of the video in order the students understand what is the video about. Based on the SPSS result, it was investigated that the result of sig. 2 tailed in this research is 0.069. It is clear that if the probability or Sig. >  $\alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a significant influence of Using Animation Video Clip Media on SpeakingSkills.

## CONCLUSION

In learning speaking there are many learning media

that can be used to help students to improve their speaking skill. There are audio, including anything that can be heard, for example, human voice conversations, music sounds, mechanical engine sounds, and others. Animation video clip is a learning media that facilitates the development of language and it is a simple media to develop the student's confidence in speaking. Student's will be motivated because think and express their feeling to speak is very pleasant. This is proven by the result of this research. It can be seen that the result pre-test in experimental class with an average score of 68 and in control class with an average score of 58. After pre-test doing the treatment and the result post-test in experimental class with an average score of 82,3 and in control class with no treatment given an average score of 61. Based on the SPSS result, it was investigated that the result of sig. 2 tailed is 0.002. It is clear that if the probability or Sig. >  $\alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that there is a significant influence of Using Animation Video Clip Media on speaking skills. In addition, this media is beneficial to help students to find solutions to problems they face while learning English, especially speaking.

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