



## Enhancing Students' Speaking Skills Through Animation-Based Learning in EFL Classroom

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**Abstract.** This study aimed to improve students' speaking skills through animation-based learning in a first-grade EFL classroom at SMP Darul Amin. The study employed Classroom Action Research (CAR) consisting of two cycles, with each cycle including planning, action, observation, and reflection stages. The participants were 30 first-grade junior high school students. The instruments used in this study were observation sheets, speaking performance tests, and documentation. The findings revealed that animation-based learning successfully improved students' speaking skills, classroom participation, confidence, and motivation during the learning process. The students' average speaking score increased from 48.13 in the pre-action stage to 76.53 in Cycle I and further improved to 87.56 in Cycle II. In addition, the percentage of students achieving the Minimum Mastery Criterion (KKM) increased from 10% in the pre-action stage to 90% in Cycle II. Therefore, animation-based learning can be considered an effective learning media to improve students' speaking skills in EFL classrooms.

**Keywords:** Animation-Based Learning; Audiovisual Media; Classroom Action Research; EFL Classroom; Speaking Skills.

### 1. INTRODUCTION

English plays an important role as an international language used in communication, education, technology, and global interaction. In Indonesia, English is taught as a foreign language (EFL) and becomes one of the compulsory subjects learned by students at school. Therefore, students are expected to master English skills in order to communicate effectively and face the challenges of globalization. Among the four language skills, speaking is considered one of the most important skills because it enables students to express ideas, opinions, and feelings through oral communication. Brown (2004) states that speaking is a productive skill involving the use of oral language to convey meaning in interactive communication.

However, many junior high school students still experience difficulties in speaking English appropriately. Students often have limited vocabulary, poor pronunciation, low confidence, and difficulties in expressing ideas orally. In addition, many students tend to be passive during speaking activities because they are afraid of making mistakes when speaking English in front of their classmates. These problems negatively affect students' participation and speaking performance during the teaching-learning process.

Based on the researcher's preliminary observation during the teaching-learning process, students showed low enthusiasm and limited participation in speaking activities. Most students

were reluctant to speak English because they lacked confidence and were afraid of making grammatical or pronunciation mistakes. In addition, the learning activities tended to be monotonous since the teacher mainly used textbooks and worksheets as the primary learning sources. As a result, students became less motivated and showed little interest in practicing speaking during classroom activities.

Another factor influencing students' speaking ability is the use of learning media and teaching methods in the classroom. In many English classes, teachers still rely on conventional teaching methods and limited learning media, which provide insufficient opportunities for interactive speaking practice. As a result, students become less enthusiastic and easily bored during classroom activities. Therefore, teachers need to implement more innovative and engaging learning media to support students' speaking development and increase their classroom participation. In the researcher's opinion, the use of attractive and interactive media is important to create a more active learning environment and encourage students to practice speaking more confidently.

One of the learning media that can support speaking instruction is animation-based learning. Animation videos provide audiovisual input that helps students understand pronunciation, vocabulary, expressions, and contextual communication more effectively. In addition, animation media can create a more enjoyable learning atmosphere and encourage students to participate actively in speaking activities. Mantulameten (2023) stated that short animation films significantly enhanced students' speaking performance through improved pronunciation, vocabulary acquisition, and speaking confidence in EFL classrooms.

Previous studies also reported positive findings regarding the use of animation media in speaking classes. Wediyantoro (2016) found that animation movies improved students' speaking ability, particularly in fluency, vocabulary, pronunciation, and grammatical accuracy through interactive speaking activities. Furthermore, Losung et al. (2024) revealed that students showed positive responses toward the use of animation videos in improving their speaking ability in junior high school classrooms. However, studies focusing on the implementation of animation-based learning to enhance speaking skills in first-grade junior high school EFL classrooms through Classroom Action Research are still limited.

Therefore, this study aims to enhance students' speaking skills through animation-based learning in a first-grade junior high school EFL classroom. The researcher believes that animation-based learning can provide a more interesting and interactive learning atmosphere that encourages students to participate actively in speaking activities and improve their confidence in using English. This study is expected to provide practical contributions for

English teachers in implementing more engaging learning media to improve students' speaking performance and classroom participation.

### **Research Questions**

- How is animation-based learning implemented to improve students' speaking skills in a first-grade junior high school EFL classroom?
- To what extent can animation-based learning improve students' speaking skills, particularly in vocabulary, pronunciation, fluency, and confidence?
- How do students respond toward the implementation of animation-based learning during the speaking learning process?

### **Research Objectives**

- To describe the implementation of animation-based learning in improving students' speaking skills in a first-grade junior high school EFL classroom.
- To identify the improvement of students' speaking skills, particularly in vocabulary, pronunciation, fluency, and confidence through animation-based learning.
- To investigate students' responses toward the implementation of animation-based learning during the speaking learning process.

## **2. RESEARCH METHOD**

This study employed Classroom Action Research (CAR) as the research design to improve students' speaking skills through animation-based learning in an EFL classroom. Classroom Action Research is a reflective and cyclical process conducted to solve classroom problems and improve the quality of teaching and learning practices. According to Kemmis and McTaggart (1988), CAR consists of four stages: planning, action, observation, and reflection. These stages are implemented repeatedly in cycles until the expected learning improvement is achieved.

The research was conducted at SMP Darul Amin during the 2023/2024 academic year. The participants of this study were 24 first-grade students of class I-D in junior high school. The researcher selected the class based on preliminary observations showing that students had difficulties in speaking English, particularly in pronunciation, vocabulary mastery, fluency, and confidence during speaking activities.

This study was conducted in two cycles, and each cycle consisted of two meetings. During the implementation, the researcher used animation videos as learning media to support students' speaking practice. In the teaching-learning process, students watched animation

videos, identified expressions and vocabulary from the videos, and practiced speaking activities by retelling or describing the content of the videos orally.

The instruments used in this study were observation sheets, speaking performance tests, and documentation. Observation sheets were used to identify students' participation and classroom interaction during the implementation of animation-based learning. Meanwhile, speaking performance tests were used to measure students' speaking improvement based on several aspects adapted from Nurgiyantoro (2010), including pronunciation, vocabulary, fluency, intonation, sentence structure, and content. Documentation such as photographs and classroom activity records was also collected to support the research findings.

The data in this study were analyzed using quantitative and qualitative analysis. Quantitative data were obtained from students' speaking test scores and analyzed by calculating the students' mean scores and learning completeness percentages. Meanwhile, qualitative data obtained from observations and documentation were analyzed descriptively to explain students' participation, responses, and classroom interaction during the implementation of animation-based learning.

The research was considered successful if at least 85% of the students achieved the Minimum Mastery Criterion (KKM) score of 75 and showed improvement in speaking participation, confidence, and classroom engagement during the learning process.

### **3. RESULT AND DISCUSSION**

#### **Result**

Before implementing the classroom action research, the researcher conducted preliminary observations and a pre-action speaking test to identify students' initial speaking ability. Based on classroom observations, most students experienced difficulties in speaking English. The students tended to have limited vocabulary, poor pronunciation, low confidence, and difficulty expressing ideas orally. In addition, many students were passive during classroom activities and showed low participation in speaking practices.

The results of the pre-action speaking test indicated that students' speaking ability was still relatively low. Only 3 students (10%) achieved the Minimum Mastery Criterion (KKM) score of 75, while 27 students (90%) did not achieve the criterion. The average score of the class was 48.13. These findings showed that students needed more engaging and interactive learning media to support their speaking development.

After identifying the classroom problems, the researcher implemented animation-based learning through Classroom Action Research consisting of two cycles. During the

implementation, students were taught speaking materials through animation videos and interactive speaking activities. Students were asked to observe the videos, identify expressions and vocabulary, and practice retelling the content orally.

In Cycle I, the implementation of animation-based learning showed positive improvement in students' participation and speaking performance. Students became more interested in the learning activities because the animation videos attracted their attention and created a more enjoyable classroom atmosphere. However, several students still lacked confidence and hesitated to speak in front of the class.

The observation results in Cycle I showed improvement in both teacher and students' activities during the learning process. Teacher activity increased from 75% in the first meeting to 91.67% in the second meeting. Meanwhile, students' activity improved from 66.67% to 83.33%. The speaking test results also showed significant progress. The average score increased from 48.13 in the pre-action stage to 76.53 in Cycle I. In addition, 20 students (67%) successfully achieved the KKM score, while 10 students (33%) still did not meet the criterion.

Although the results in Cycle I showed considerable improvement, the percentage of learning completeness had not yet reached the predetermined success criterion of 85%. Therefore, the researcher continued the action to Cycle II by improving classroom management and encouraging students to participate more actively during speaking activities.

In Cycle II, the implementation of animation-based learning showed more optimal results. Students appeared more confident, enthusiastic, and active during the learning process. The use of animation videos and animated songs helped students understand the material more easily and encouraged them to practice speaking without feeling anxious or afraid of making mistakes.

The observation results in Cycle II demonstrated that both teacher and students' activities improved significantly. Teacher activities reached 100% in both meetings, indicating that the learning process was implemented effectively according to the lesson plan. Similarly, students' activities also reached 100%, showing that students actively participated in the classroom activities.

Furthermore, the speaking test results in Cycle II showed further improvement in students' speaking ability. The average score increased to 87.56. In addition, 27 students (90%) successfully achieved the KKM score, while only 3 students (10%) did not achieve the criterion. These findings indicated that animation-based learning effectively improved students' speaking skills in the EFL classroom.

## **Discussion**

The findings of this study revealed that animation-based learning effectively improved students' speaking skills in the EFL classroom. The improvement was reflected in students' speaking scores, classroom participation, confidence, and enthusiasm during the learning process. The use of animation videos provided audiovisual support that helped students understand pronunciation, vocabulary, and contextual expressions more effectively.

The findings are in line with Wediyantoro (2016), who found that animation movies improved students' speaking ability, particularly in fluency, pronunciation, and vocabulary mastery. Similarly, Losung et al. (2024) reported that animation videos positively influenced students' speaking performance and classroom engagement. In the present study, students showed greater interest and participation during speaking activities after the implementation of animation-based learning.

The improvement in students' speaking performance was also influenced by the interactive learning atmosphere created through animation videos. Students became more confident because the videos provided contextual examples, attractive visuals, and meaningful communication models that helped them understand how English expressions are used in real situations. As a result, students were more willing to express their ideas orally and participate actively in classroom interaction.

In the researcher's view, animation-based learning is not only effective in improving students' speaking scores, but also helps reduce students' anxiety and fear of making mistakes during speaking activities. Many students who were initially passive became more motivated and confident after learning through animation videos. The researcher believes that attractive and interactive learning media play an important role in encouraging students to practice speaking more actively in EFL classrooms.

In addition, the findings of this study indicate that animation-based learning can create a more student-centered learning environment. Students were not only listening to explanations from the teacher but were also actively involved in observing, understanding, and practicing language expressions from the videos. This condition made the learning process more meaningful and enjoyable for students.

## **4. CONCLUSION AND SUGGESTION**

Based on the findings of this study, it can be concluded that the implementation of animation-based learning successfully improved students' speaking skills in the first-grade EFL classroom at SMP Darul Amin. The improvement was reflected in the increase of

students' speaking scores from the pre-action stage to Cycle II. The average score increased from 48.13 in the pre-action stage to 76.53 in Cycle I and further improved to 87.56 in Cycle II. In addition, the percentage of students achieving the Minimum Mastery Criterion (KKM) increased significantly from 10% in the pre-action stage to 90% in Cycle II.

Furthermore, animation-based learning also improved students' classroom participation, motivation, confidence, and enthusiasm during speaking activities. The use of animation videos created a more interactive and enjoyable learning atmosphere that encouraged students to practice speaking more actively. The researcher believes that the use of attractive audiovisual media can help students become more confident and motivated in learning English, especially in speaking activities. Therefore, animation-based learning can be considered an effective learning media for improving students' speaking skills in EFL classrooms.

Based on the results of this study, several suggestions are proposed. First, English teachers are encouraged to use animation-based learning as an alternative teaching media to create more interactive and enjoyable speaking activities in the classroom. The use of animation videos may help students improve their confidence, motivation, vocabulary mastery, and speaking fluency. Second, students are expected to participate more actively in speaking activities and practice speaking English more frequently both inside and outside the classroom in order to improve their communication skills. Finally, future researchers are suggested to conduct further studies on animation-based learning with different educational levels, research designs, or language skills to enrich the findings related to the effectiveness of animation media in English language learning.

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