

The Use of A Stop Motion Animation Video to Teach Speaking Descriptive Text

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Abstract

This research aimed to describe the use of a stop motion animation video to teach speaking descriptive text and to describe the students' response towards the use of a stop motion animation video to teach speaking descriptive text. This research used qualitative research design. The data obtained from SMA PGRI 1 Sidoarjo, at 10th grade students, class X MIPA 1 with 31 total number of students and also the English teacher who taught the X Mipa 1 class. The data collection technique used observation field note and questionnaire. Based on the observation, the use of a stop motion animation video to teach speaking descriptive text could make the students had good willingness to deliver their idea regarding to the video shown. The Stop Motion Animation Video itself was understandable and enjoyable for the students. For the students response based on the questionnaire result, it can make the students keep motivated in following the learning activity and could make the students easier in joining the speaking learning activity.

Keywords: Teaching speaking, Stop Motion Animation Video, Descriptive Text

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan video animasi stop motion untuk mengajar berbicara teks deskriptif dan untuk mendeskripsikan respon siswa terhadap penggunaan video animasi stop motion untuk mengajar berbicara teks deskriptif. Penelitian ini menggunakan desain penelitian kualitatif. Data diperoleh dari SMA PGRI 1 Sidoarjo, Siswa kelas X MIPA 1 dengan jumlah 31 siswa. Teknik pengumpulan data menggunakan catatan observasi lapangan dan kuisisioner. Berdasarkan hasil observasi, penggunaan video animasi stop motion untuk mengajar berbicara teks deskriptif dapat membuat siswa memiliki keinginan untuk menyampaikan ide mereka sesuai dengan video yang ditampilkan. Video animasi stop motion sendiri mudah dipahami dan menyenangkan bagi siswa. Untuk respon siswa, berdasarkan hasil kuisisioner, video animasi stop motion dapat membuat siswa tetap termotivasi dalam mengikuti kegiatan pembelajaran dan dapat memudahkan siswa mengikuti aktifitas dalam kegiatan pembelajaran.

Kata kunci: Mengajar berbicara, Video Animasi Stop Motion, Teks Deskriptif

Introduction

Speaking is one of four major skills that should be acquired by students nowadays, beside writing, listening and reading. Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life (Hui, 2011). Speaking as a key of communication is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. Thus, teacher who teaches speaking has the responsibility to prepare the students to be able to speak

English well outside the classroom. And also, it is important to give students the variety of speaking activities to keep their motivation high.

In teaching learning process, teacher should choose the suitable media to present the lesson to the students to ensure the students keep interested and motivated in the teaching learning process. In this study, the researcher chooses a stop motion animation video as the media to teach speaking descriptive text. As a stop motion animation video is one of an audio-visual media which give the stimulus for the students, to guide them, and help them build their idea about what to say according to the animation video shown, especially to build their idea in describing thing (s) shown in the animation video. Also, the researcher hope that the stop motion animation video can be used as a media in teaching learning process as a variety in teaching to make the class more active and make the students keep interested and motivated in the teaching learning process.

Based on the background of the study mentioned, the researcher formulate two research questions. They are (1) How does the teacher teach speaking descriptive text by using A Stop Motion Video?, and (2) What is students' response toward the use of A Stop Motion Video?. The objectives of this research were (1) to describe how the teacher teach speaking descriptive text by using A Stop Motion Video, and (2) to describe the students' response toward the use of A Stop Motion Video.

Speaking is an interactive communicative process that involves speakers and listeners (Rizvi, 2010). In communicative process, speakers need to learn to adapt their talk to the listeners, use a range of ways to express themselves, use talk to clarify their ideas and sustain their talk to develop thinking and reasoning.

In line with Rizvi (2010), Shaw (2012) views that there are some reasons for speaking involved expressing ideas and opinions. They are (1) expressing a wish or a desire to do something, (2) negotiation and/or solving a particular problem, (3) establishing and maintaining social relationships and friendships.

Burkart (1998) stated that language learners need to recognize that speaking involves three areas of knowledge. They are (1) mechanics, the ability to use the right words in the right order with the correct pronunciation, (2) functions, the knowledge of knowing when clarity of message is essential and when precise understanding is not required, (3) social and cultural rules and norms, refers to the understanding of how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

Basically, the goal of teaching speaking skill is communicative efficiency. Hui (2011) agreed that learners should be able to make themselves understood, using their current proficiency to the fullest. They have to try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Thus, teaching speaking became one of the most important thing to deliver as speaking skill determine how students face their future toward others. It is important for teacher to consider again how to create a teaching learning activity of teaching speaking interesting.

Descriptive text is text designed to describe what something or someone is like. Supported by Wignell (1996), descriptive text has purpose to describe about particular person, place, and thing. Thus, this kind of text written to show about something particular clearly.

Further, Gerot and Wignel (1994:208) explain about the generic structure of descriptive text. They are identification and description. Identification phase stated about the general classification or can be form of definition. And description used to explain the subject in detail, such as parts, qualities, and characteristics.

As cited in Maslichha (2016) from Pugh (2013), a stop motion animation video is an animation which an object can walk through walls, an animal can talks, and a mystical beings can interact with real people. A stop motion animation video is one of an audio visual multimedia. It can be used as a medium tool in teaching speaking. By using a stop motion animation video, the teacher can help the students in watching, listening, understanding, and applying the use of language contextually. When students are watching the stop motion animation video, the students can see and hear the speakers' intonation, pronunciation, expression, and body language. It means that, they are learning about how to say something, how to make an interaction, without being under pressure because a video serves as an interesting way in learning.

There are some reasons why the stop motion animation video is chosen as the media to improve students' speaking skill of a descriptive text. One of the reasons is that the stop motion animation video helps young students learn to analyze, and re-create an event. It makes the writer interesting to know whether using the stop motion animation video in the speaking class is effective or not.

A stop motion animation video offers the students a medium in which to express and record their ideas. It is also as an innovative teaching and learning process media that can make students interested in learning speaking.

Research Method

Trochim (2002) views that research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project -- the samples or groups, measures, treatments or programs, and methods of assignment -- work together to try to address the central research questions. This means that the research design is used as the plan management to keep the research under control. In line with this, Kerlinger in Yang (2013) states that a research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance.

There are two general research approaches, namely qualitative research and quantitative research. These two research approaches are used for research theory and method (Yang, 2013:5). Hirschheim (2004) views that they are differentiated since quantitative methodology uses numerical analysis, but qualitative methodology focuses on non-numeric and descriptive researches to understand the situation. Given and Lisa (2008) states that qualitative research is used to gain a qualitative understanding of the underlying reasons and motivations. Moreover, their sample consists of small number of non-representative cases. Qualitative data collection methods vary using unstructured or semi-structured techniques and the data analysis are non-statistical.

The researcher chose qualitative as the design to answer the problems of the study. As stated in the research questions that this study focuses on the use of a stop motion animation video for teaching speaking descriptive text that will be done by the English teacher and the students' response toward the use of a stop motion animation video to teach speaking descriptive text. Creswell (2007) states that it is appropriate to use qualitative research when a problem or an issue needs to be explored. Thus, using qualitative research design will be appropriate in order to describe the result of the research.

This research conducted in SMA PGRI 1 Sidoarjo, at 10th grade students, class X MIPA 1 with 32 total number of students and also the English teacher who taught the X Mipa 1 class. The subjects for this research were the students and the teacher.

For this research, the sources of the data were the observation in teaching learning process where the teacher teaches speaking using a stop motion animation video as the media regarding to the steps used by the teacher, the students activity along the teaching learning process, also the class situation and questionnaire given to the students to provide the information about the

students response towards the teaching learning process using a stop motion animation video as the media.

Trochim (2002) notice that qualitative data could be much more than just words or text. Photographs, videos, sound recordings and so on, can be considered qualitative data. The data for this research collected by observing the teaching learning process in the classroom.

For this research, the instrument was the researcher herself. To answer all of the research problem the researcher used observation and questionnaire related to the teaching learning process where the teacher teach speaking using a stop motion animation video as the media, and to collect information including the students' response toward the teaching learning process.

According to Nasution (1988) in Narbuko (2010: 310), observation is the base of all science. In line with Nasution, Marshall (1995) in Narbuko (2010:310) states that through observation, the researcher learn about behavior and the meaning attached to those behavior.

Sanafiah Faisal (1990) in Narbuko (2010:310) classifies observation into participant observation, overt and covert observation, and unstructured observation. For this research, the researcher chose the participant observation. Susan Stainback (1988) in Narbuko (2010:311) states that in participant observation, the researcher observes what people do, listen what the people say, and participates in those people activities. In line with Susan Stainback, Spradley in Susan Stainback (1988) divides participant observation into four. They are (1) passive participation, (2) moderate participation, (3) active participation, and (4) complete participation. For this research, the researcher will choose the passive participation observation. A passive participation observation means the research is present at the scene of action but does not interact or participate (Susan Stainback in Narbuko (2010: 312). While doing the observation, the researcher made some notes on a field notes and took some pictures as the documentation that was shown to support the data gained.

According to Nazir (1998:246), questionnaire is a set of questions which has a logical correlation with the research questions. In general, the content of the questionnaire can be in terms of (1) facts, (2) opinions, and (3) self-perceptions. For this research, the researcher used the questionnaire to gain the information about the students' response regarding to the use of a stop motion animation video in teaching speaking descriptive text. The content of the questionnaire were about the students' opinions with the approach by finding out the percentage of agreement and disagreement of a certain question. The set of the questions were limited on the students' opinions regarding to the use of a stop motion animation video in teaching speaking descriptive text. The type of the questionnaire given in a structured questions.

According to Nazir (1998: 250), structured questions are made with the limited choice of answer to make the respondent focus on the answer.

For this research, the researcher chose observation using field note to answer the first research question regarding to the way how the teacher teaches speaking descriptive text using a stop motion animation video as the media and the second research question regarding to the students' response toward the use of a stop motion animation video to teach speaking descriptive text. Observation conducted while the teacher teach speaking using a stop motion animation video as the media, to observe the activities done in the class, and observe the students' response towards the teaching learning process. The field note used to write anything which happen along the teaching learning process from the preparation until the closing of the teaching learning process. The researcher also took some pictures while conducting the observation to support the data gotten and to keep the accuracy of the observation.

The researcher used questionnaire to answer the second research question regarding to the students' response toward the use of a stop motion animation video to teach speaking descriptive text. . The questionnaire given to the students after the teaching learning process. The questions which were mentioned on the questionnaire were about the students' opinions regarding to the use of a stop motion animation video in teaching speaking descriptive text.

The data which have been collected from the observation and questionnaire will be analyzed in descriptive way. The researcher analyzed the data regarding to the classroom activity, interaction, from both the teacher's and students' point of view. From the information gained, the researcher then describes the collected data, arrange not only the result but also the gained conclusion by three steps from The Miles and Huberman (2013) in term of the Framework for Qualitative data analysis. *Qualitative data analysis* based on Miles and Huberman (2013), is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components, namely data reduction, data display, and drawing and verifying conclusion.

Result

Finding of the Observation Field Note

There are three meetings, the first meeting, the teacher gave introduction and some examples about A Stop Motion Video. The second meeting, the teacher asked the students to practice describing the content of A Stop Motion Video. The third meeting, the teacher made

scores of the student's performance in describing the scene in A Stop Motion Animation video showed by the teacher.

The first meeting started in 11th January 2018 at 11.50 a.m. while the teacher began to prepare her material as the students were not ready yet to follow the class after the class changeover time. Before giving the material, the teacher started the class with brainstorming questions about the definition of A Stop Motion Animation Video and Descriptive text. After the class seemed to be ready to get the material, the teacher started to show her power point material about describing places with a question "Do you have any favorite place(s)?" followed by some various answer from the students. Then the teacher ask one of the students randomly to answer the question and describe his favorite place. After break time, the teacher began to show an example of A Stop Motion Animation Video entitled "Lego Swimming Pool". After watching the movies, the teacher asked the students to describe the content of the video. The teacher asked one student, but still, the answer is only a short sentence. To avoid that kind of short answer, the teacher explained more material regarding to the language features of descriptive text. The teacher tried to attract the students answer by playing the video, then paused the video. The teacher asked the students randomly to describe what had been shown in the video. The teacher played the video, paused it, and asked the students randomly to describe what is shown in the video. The teacher did the same activities three times.

The second meeting was held on 18th January 2018 at 11.50 a.m., started with checking the attendance list and reviewing the material from the last meeting. Continuing the lesson, the teacher showed A Stop Motion Animation Video entitled "If I Was GOD". After playing the video two times, the teacher asked the students to answer five questions regarding to the content of the video and to collect the answer before break time. After discussed the answer, the teacher played the video again. The teacher attracted the students by pausing the video in a certain part then asked the students randomly to describe what shown in the paused video. While the teacher tried to explain how to make a good description of the video, the time was almost over. The teacher decided to conclude the material that would be given in the second meeting, then told the students about the material and task she would give in the next meeting.

The third meeting conducted on 1st February 2018 at 11.50 a.m. The teacher started the meeting by asking the students to help the teacher prepared the LCD and speaker. Then checked the attendance list of the students. The activity at the third meeting was to take the students' score in describing the stopped video. The first activity conducted by the teacher was to play the video entitled "ZERO". After playing the video, the teacher asked the students about the content of the video. The next step, the teacher played the video, and paused it. The teacher

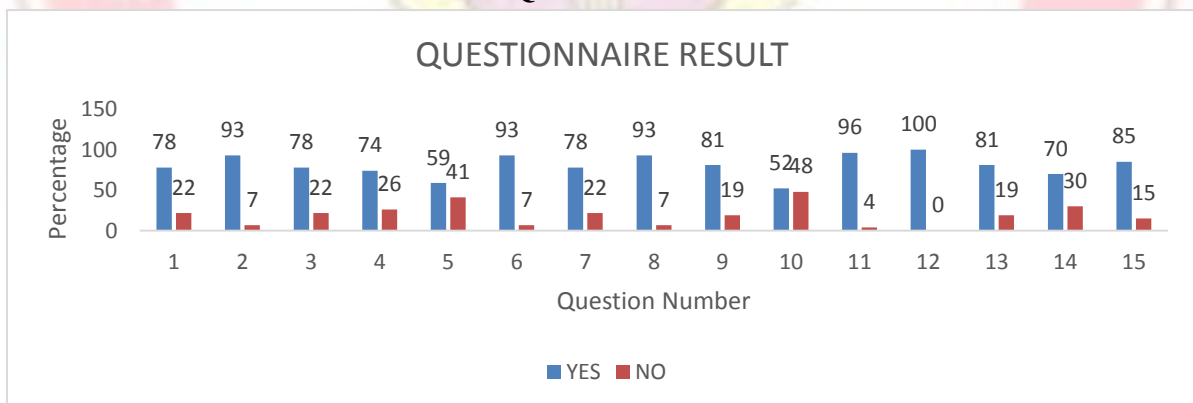
gave a simple introduction to the students about the character of “Zero”. Then the teacher asked the students randomly to describe the content. The next activity, the teacher showed a slide containing eight pictures from the video. The teacher asked the students to write a description about the pictures individually. The teacher gave fifteen minutes to the students to finish the task. After that, the teacher called the students one by one to describe the scene of the video in front of the class. While the students were presenting their description, the teacher made scores of the students’ performances regarding the content of the description or the accuracy and the fluency. After finished all the performances, the teacher gave conclusion and appreciation to the students.

Finding of the Questionnaire

In the third meeting, the researcher got the chance to collect the data regarding the response of the students in the use of A Stop Motion Animation video in teaching speaking descriptive text. The researcher used questionnaire to collect the data.

The questionnaire consisted of fifteen questions in terms of multiple choice and the response of the students. The questionnaire was given to 27 total number of students who joined the third meeting in 1st February 2018. The questionnaire result can be seen on chart 1.

Chart 1 Questionnaire Result



From the chart displayed, it can be seen that the students’ responses toward the use of A Stop Motion Animation Video in learning speaking descriptive text was positive. The answer came from the students was mostly “Yes”, and the high percentage supported the result.

Discussion

Discussion of the Observation Field Note

The technique used by the teacher from the first meeting until the third meeting to teach speaking descriptive text using A Stop Motion Animation video was “freeze frame” technique. The teacher ‘freeze’ the picture, then asked the students what was happened in the picture shown. In line with this, there are some techniques mentioned by Harmer (2007:286) in the terms of video teaching techniques. They are: (1) fast forward, (2) silent viewing (for language), (3) silent viewing (for music), (4) freeze frame, and (5) partial viewing. Freeze frame is a technique where at any stage during a video sequence, the teacher can ‘freeze’ the frame, stopping the participants dead in their tracks (Harmer:2007).

Based on the observation, the researcher can conclude that the use of A Stop Motion Animation Video to teach speaking descriptive text can be very helpful. Although the content itself was not pure of a descriptive text, the teacher tried to use the Stop Motion Animation Video consisting of some material appropriate to teach speaking descriptive text. The first Stop Motion Animation Video entitled “Lego-swimming pool” was used to describe a certain place and the activity in the swimming pool. The second video entitled “If I Was God” was used to describe a particular person. The students asked to describe the main character. And the third video entitled “Zero” was also used to describe a particular person. The students asked to describe the main character and the things happened to the character(s). The researcher found that the use of A Stop Motion Animation video can motivate the students who were describing the scene from short answer to longer answers. Moreover, Harmer (2007) mentioned the reasons that video worth to be used in language learning. They are: (1) seeing language – in use, (2) cross-cultural awareness, (3) the power of creation, and (4) motivation. The teacher tried to motivate the students to speak up by giving the example in describing the scene showed in the paused video.

Discussion of the Questionnaire

From the questionnaire result, 20 students (or 74%) like the use of a stop motion animation video because they were enjoying it in teaching learning activity. 7 students (or 26%) dislike it because they thought that it was difficult. This means that most of the students enjoyed the learning activity. However, some students had difficulties in terms of speaking. In this case, the content of a stop motion animation video provided the guidance to the students to deliver ideas. The teacher as the main guide for the students had to help the students delivering their ideas easily and confidently.

From the question whether the video could make the students to be more active in the teaching learning activity or not, 21 students (or 78%) answered yes because they enjoyed the video. 6 students (or 22%) answered no because they thought that the video was complicated. This means that a stop motion animation video can be used in teaching learning activity. It is to motivate the students to be more active. The teacher, however, need to consider the content and the length of the video.

From the question whether the use of A Stop Motion Animation video in teaching learning activity made the students enjoy the study or not, 27 students (or 100%) answered yes because they thought that the use of A Stop Motion Animation video was fun. This means that the use of a stop motion animation video is worth to use in teaching learning activity. If the students could enjoy the teaching learning activity, the material will be understood easily by the students. The goal of the subject can be better.

From the question whether the use of A Stop Motion Animation video in teaching speaking descriptive text made the students keep motivated in speaking activity or not, 22 students (or 81%) answered yes because the students thought A Stop Motion Animation video was interesting. 5 students (or 19%) answered no because the students thought that the content of A Stop Motion Animation video was boring. In order to deliver a material using video, the teacher needs to consider a technique that will be used. Harmer (2007:283) stated that some potential problems which could be faced by the teacher while using a video in a teaching learning activity can happen in the class. They are (1) the 'nothing new' syndrome, (2) poor quality tapes and disks, (3) poor viewing conditions, (4) stop and start, (5) the length of extracts, and (6) fingers and thumbs. In this case, using a stop motion animation video was one of a good choice to teach speaking descriptive text. To avoid the boredom of the students, the teacher needs to choose interesting content from the stop motion animation video. However, the teacher also needs to choose the right content which has the correlation with the material that will be given.

As the conclusion, the use of a stop motion animation video to teach speaking descriptive text can be useful. Most of the students like it. It can make the students more active in the teaching learning activity, can help the students to enjoy the teaching learning activity, and also can make the students keep motivated and interested in teaching learning activity. In line with this result, a previous research conducted by Kurniawati (2015) reported that the students felt happy and motivated after being taught using short animation movie. 91% students like learning speaking with short animation movie. Maslicha (2016) also found that the students who were

taught using a stop motion animation video got motivated and felt interested during the learning process. The students also got improvement in their speaking performance. Thus, it can be concluded that the use of a stop motion animation video can motivate and can keep the students' interested to join the classroom activity.

Conclusion

The teacher used "freeze frame" technique to apply the Stop Motion Animation Video as the media in teaching learning activity. It was useful as the students could focus in a certain frame and deliver the ideas in terms of speaking well.

A Stop Motion Animation Video was a good media which could create fun and relaxed atmosphere. The score gained in the students' speaking performances while describing the video also passed the minimum score needed. The teacher was successfully encourage the students to describe a movie they had been watched and broke the boredom.

Using a stop motion animation video could make the students kept motivated and interested in joining the learning activity. 74% of the students like the use of a stop motion animation video because they were enjoying it. During the teaching learning activity, the students gave a good participation to the conducted activity. Most of the students were excited and interested in the use of the Stop Motion Animation Video in speaking activity. All of the students (100%) agreed that the Stop Motion Animation video was fun and it can make them enjoy the classroom activity.

Thus, "A Stop Motion Animation Video" could became one of a useful media to teach descriptive text orally.

The significance of the study for the students were as the media to help them improve their speaking ability using A Stop Motion Animation Video. Based on the result of this research, the researcher encouraged the students to be more active in joining the classroom activity. Try to focus on the learning activity, and keep the motivation and interest on the learning subject to get a good result in the learning activity.

English teacher who taught tenth grade students or other educational level could use A Stop Motion Animation Video as the media in teaching learning activity. A Stop Motion Animation Video could be used to teach speaking descriptive text. In line with the use of the Stop Motion animation Video, the teacher needed to consider about the topics and the technique used to reduce the boredom in the teaching learning activity and give a variation in the way of teaching. The topics had to be in line with the students' interest in daily lives. The technique

chosen has to be well-understood by the students to make the students easier in the learning activity.

The researcher encouraged the other researcher to develop a research in teaching speaking skill. The researcher suggested to use A Stop Motion Animation Video as the media which are effective and interesting in the teaching learning process. The researcher expected that the students could achieve better in speaking English.

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